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ABSTRACT

The full text of the U.S. House of Representatives subcommittee hearings on H.R. 11023 is presented--a bill to assist States and local educational agencies in increasing job awareness, exploration, decisionmaking, and planning activities in elementary and secondary schools. Statements to the subcommittee members, as well as prepared statements, letters, and other supplementary materials are included, presented by such educational leaders as Bruce Shertzer, Sydney P. Marland, Jr., Jeanne Werschke, L. Sunny Hansen, Robert W. Withey, Dana Whitmer, Elwood Cornett, Albert Lorente, Reginald Wilson, John W. Alden, Charles Heatherly, William Bailey, and Harlan E. Giese. Issues discussed include inservice teacher education, educational reform, educational needs, and State and local school district participation. (TA)

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ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

HEARINGS

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-FOURTH CONGRESS

SECOND SESSION

ON

H.R. 11023

TO AUTHORIZE A CAREER EDUCATION PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS, AND FOR OTHER PURPOSES

HEARINGS HELD IN WASHINGTON, D.C.
FEBRUARY 2, SEPTEMBER 13 AND 20, 1976

Printed for the use of the Committee on Education and Labor

CARL D. PERKINS, *Chairman*

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ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

FEBRUARY 2, 1976

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY
AND VOCATIONAL EDUCATION OF THE
COMMITTEE ON EDUCATION AND LABOR.
Washington, D.C.

The subcommittee met at 9:55 a.m., pursuant to call, in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins, chairman of the committee, presiding.

Members present: Representatives Perkins (presiding), Mottl, Hall, Quie, and Pressler.

Staff members present: John F. Jennings, counsel; Nancy Kober, research assistant; Jack Murray, clerk assistant; and Yvonne Franklin, minority assistant.

Chairman PERKINS. First let me welcome all of you people to the committee this morning.

The Subcommittee on Elementary, Secondary, and Vocational Education is conducting a hearing today on H.R. 11023, the Elementary and Secondary Career Education Act of 1976.

[Text of H.R. 11023 follows:]

[H.R. 11023, 94th Cong., 1st Sess.]

A BILL To authorize a career education program for elementary and secondary schools, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this bill may be cited as the "Elementary and Secondary Career Education Act of 1976".

PURPOSE

SEC. 2. In recognition of the prime importance of work in our society and in recognition of the role that the schools play in the lives of all Americans, it is the purpose of this Act to assist States and local educational agencies to increase the emphasis they place in elementary and secondary schools on job awareness, exploration, decisionmaking, and planning.

AUTHORIZATIONS

SEC. 3. (a) Subject to the provisions of subsection (d), there is authorized to be appropriated no more and no less than the sum of $5,000,000 for the fiscal year beginning October 1, 1976, for the purpose of carrying out section 5.

(b) Subject to the provisions of subsections (c) and (d), there are further authorized to be appropriated no more and no less than the sums of $100,000,000 for the fiscal year beginning October 1, 1977, $75,000,000 for the fiscal year beginning October 1, 1978, $50,000,000 for the fiscal year beginning October 1, 1979, and $25,000,000 for the fiscal year beginning October 1, 1980, for the purpose of carrying out section 6.

(c) No funds are authorized to be appropriated for any fiscal year under subsection (b) unless appropriations have been provided under subsection (a) for the fiscal year beginning October 1, 1976.

(d) No funds are authorized to be appropriated for any fiscal year under either subsection (a) or (b) unless such funds are appropriated in the fiscal year prior to the fiscal year in which such funds will be obligated, and unless such funds are made available for expenditure to the States prior to the beginning of such fiscal year.

(e) Notwithstanding any other provisions of law, no funds may be made available under the provisions of section 406(f) of the Education Amendments of 1974 for grants or contracts with local education agencies for any fiscal year for which funds have been appropriated pursuant to subsection (b).

ALLOCATIONS

SEC. 4. (a) For any fiscal year for which funds are appropriated pursuant to section 3, these funds shall be made available to the States in the same proportions that each State's population, aged five to seventeen, bears to the total population, aged five to seventeen, of all the States.

(b) Any funds allocated to a State under subsection (a) for which a State has not applied or for which a State has not been approved shall be reallocated by ratably increasing the allocations of each of the States which have approved applications in proportion to the original allocations.

STATE PLANNING

SEC. 5. (a) Every State desiring to receive funds appropriated under subsection (a) of section 3 for fiscal year 1977 shall submit to the Commissioner an application containing assurances that—

(1) the State educational agency will be the agency responsible for planning the use, and administering the expenditure, of funds received under this Act;

(2) the State board of education has adopted, or will adopt during fiscal year 1977, a statement of policy that career education is of prime importance in elementary and secondary education within the State;

(3) the State legislature and the Governor have been notified of the State's application for these Federal funds; and

(4) the funds received under this Act will be used in accordance with the provisions of subsection (b).

(b) Every State receiving funds under this Act for fiscal year 1977, after the approval of its application of assurances by the Commissioner, may use these funds only for—

(1) the employment of a State coordinator of career education who shall be directly responsible to the chief State school officer within the State and who shall be the chief officer responsible for planning the use, and administering the expenditure, of the funds received under this Act, and for staff to assist such coordinator including at last one professional trained in guidance and counseling;

(2) the preparation of a new, or the updating of an already adopted plan, for the initiation, expansion, or improvement of programs for the infusion of career education into the education programs being offered by local educational agencies throughout the State; and

(3) planning in local educational agencies to prepare to carry out the State's plan.

STATE AND LOCAL PROGRAMS

SEC. 6. (a) Every State desiring to receive funds appropriated pursuant to subsection (b) of section 3 for the fiscal year beginning September 30, 1977, shall submit to the Commissioner by July 1, 1977, a State plan which meets the requirements of subsection (b) and which contains assurances that—

(1) the State educational agency will be the administering agency for funds received under this Act, and

(2) the State coordinator of career education employed pursuant to paragraph (1) of subsection (b) of section 5 shall be directly responsible to the chief State school officer and shall be the chief administering offices for funds received under this Act.

(b) Every plan submitted to the Commissioner by a State pursuant to this section shall—

(1) set out explicitly the objectives the State will seek to achieve by September 30, 1981, in implementing the goal of providing career education for students in elementary and secondary schools within the State, and set out the means by which the State will seek every year to achieve these objectives with all resources available to it; and

(2) set out how the funds received under this Act will be used to implement the overall objectives and how these funds will be used every year, subject to the restrictions contained in subsection (c), as means by which the State will seek to achieve these objectives.

(c)(1) Subject to the provisions of section 7, funds received under this Act for fiscal years beginning after September 30, 1977, may be used by a State only for the following activities:

(A) the employment of the State coordinator of career education and of the coordinator's staff;

(B) providing services for local educational agencies, such as in-service institutes for teachers and counselors and the training of local career education coordinators; and

(C) grants to local educational agencies for—

(i) developing and implementing programs for students in grades one through ten which involve career awareness and exploration;

(ii) developing and implementing programs for students in grades eleven through fourteen which involve work experience, career planning, and decisionmaking;

(iii) developing and implementing programs of guidance and counseling for students in all such grades and job placement assistance for students in grades eleven through fourteen: *Provided, however,* That no less than 15 per centum of a State's grant for any fiscal year shall be used for programs described in this division;

(iv) the employment of coordinators of career education in local educational agencies;

(v) training of the local career education coordinators;

(vi) in-service training of teachers from the early elementary grades through high school in order to acquaint these teachers with the purpose and techniques of career education;

(vii) in-service training of counselors in order to acquaint them with the importance of career education;

(viii) institutes to acquaint school administrators and school board members with the importance of career education; and

(ix) the purchase of instructional materials and supplies for career education activities.

(2) Grants made to local educational agencies pursuant to clause (C) of paragraph (1) from funds received under this Act must, to the extent practicable, be made in amounts proportionate to the enrollments in public and nonpublic schools within the school districts of such agencies, except that substantially greater amounts must be provided (A) to local educational agencies whose tax effort for education is substantially greater than the State average tax effort for education, but whose per pupil expenditure (excluding payments made under title I of the Elementary and Secondary Education Act of 1965) is no greater than the average per pupil expenditure in the State, and (B) to local educational agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as children from low-income families, children living in sparsely populated areas, and children from families in which English is not the dominant language.

(3)(A) To the extent consistent with the number of children enrolled in private nonprofit schools within the State as regards services provided under clause (B) of paragraph (1) and within the school district as regards a grant made to a local educational agency under clause (C) of paragraph (1), such children and the teachers of such children must participate in these services and in the programs funded with these grants.

(B)(i) The control of funds provided under this Act and title to materials, equipment, and property repaired, remodeled, or constructed therewith shall be in a public agency for the uses and purposes provided in this title, and a public agency shall administer such funds and property.

(ii) The provisions of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, an association, agency, or corporation who or which in the provisions of such services is independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this Act shall not be commingled with State or local funds.

PAYMENTS

SEC. 7. (a)(1) The Commissioner, after he has received an application of assurances for fiscal year 1977 and has found it to be in compliance with section 5, and after he has found the State to be in compliance with section 6 for the succeeding two fiscal years, shall pay to the State the amount which it is entitled to receive for each such year under this Act.

(2) The Commissioner, after he has found the State to be in compliance with section 6 for fiscal years 1980 and 1981 by reviewing the report required to be submitted by the State by section 9 for the second preceding fiscal years, shall pay to the State the amount which it is entitled to receive for each such year under this Act.

(b)(1) Any State receiving funds appropriated under subsection (b) of section 3 may reserve not more than 5 per centum of such funds for services performed for local educational agencies pursuant to clause (B) of paragraph (1) of subsection (c) of section 6 and not more than another 5 per centum for the purposes of clause (A) of such paragraph. The remainder of such funds shall be distributed to local educational agencies.

(2) In fiscal year 1977, funds available under this Act to a State may be used, subject to the provisions of paragraph (1), to pay the entire cost of employing the State career education coordinator and staff assisting such coordinator. In fiscal year 1978, funds available under this Act to a State may be used to pay, subject to the provisions of paragraph (1), not more than 75 per centum of such costs, and in the succeeding fiscal years not more than 50 per centum of such costs.

(3) In fiscal year 1978, funds available under this Act may be used to pay the entire costs of carrying out the State plan adopted pursuant to section 6. In fiscal year 1979, funds available under this Act may be used to pay not more than 75 per centum of such costs, and in the succeeding fiscal years funds may be available to pay not more than 50 per centum of such costs.

(c)(1) If a State is prohibited by law from providing for the participation in programs of children enrolled in private elementary and secondary schools, as required by section 6(c)(3), the Commissioner may waive such requirement and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of that section.

(2) If the Commissioner determines that a State or local educational agency has substantially failed to provide for the participation on an equitable basis of children enrolled in private elementary and secondary schools as required by section 6(c)(3), the Commissioner shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of that section.

FEDERAL ADMINISTRATION

SEC. 8. (a)(1) The Office of Career Education created pursuant to section 406 of the Education Amendments of 1974 shall be the administering agency within the Office of Education for the review of the State plans, applications, and reports submitted pursuant to this Act.

(2) In reviewing these plans, applications, and reports, the Office of Career Education shall provide technical assistance to those States in need of improving such plans, applications, and reports. The Office shall also work with all the States so that curriculum materials developed with funds available under, and projects funded under, section 406 of the Education Amendments of 1974, the Vocational Educational Act, and the authority of the National Institute of Education are used or continued, as the case may be, wherever such use or continuance would serve the purposes of this Act.

(b) The National Advisory Council on Career Education created pursuant to section 406 of the Education Amendments of 1974 shall perform the same

functions with respect to the programs authorized under this Act as it is authorized to perform with respect to the programs authorized under that section.

(c) The National Institute of Education shall continue its complimentary efforts in career education, including product and program development, evaluation, policy analyses, and research and studies to improve career education measurement. The Office of Education shall cooperate with the Institute in identifying research and development priorities and in disseminating the products and findings of research and development undertaken by the Institute.

REPORTS

SEC. 9 (a) No later than December 30 of each fiscal year each State receiving funds under this Act shall submit to the Commissioner a report evaluating the programs assisted with funds provided under this Act for the preceding fiscal year. Such report shall include—

(1) an analysis of the extent to which the objectives set out in the State plan submitted pursuant to section 6 have been fulfilled during that preceding fiscal year;

(2) a description of the extent to which the State and local educational agencies within the State are using State and local resources to implement these objectives and a description of the extent to which funds received under this Act have been used to achieve these objectives; and

(3) a description of the exemplary programs funded within the State, including an analysis of the reasons for their success, and a description of the programs which were not successful within the State, including an analysis of the reasons for their failure.

(b) The Commissioner, through the Office of Career Education, shall analyze each one of the State reports submitted pursuant to subsection (a) and shall provide to the State no later than three months after the date of such submission an analysis of the report and recommendations for improvement in the operation and administration of programs being provided by the State with funds made available under this Act.

(c) The National Advisory Council on Career Education shall submit a report to the Congress by April 30 of each year evaluating the effectiveness of the programs operated during the preceding fiscal year with funds provided under this Act.

(d) The Commissioner shall conduct a comprehensive review of the programs funded under this Act and shall submit this report to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Public Welfare of the Senate by no later than September 30, 1980.

DEFINITIONS

SEC. 10. For purposes of this Act the term—

(1) "career education" shall be limited to those activities carried out by State educational agencies and local educational agencies involving job awareness, exploration, decisionmaking, and planning; and

(2) "State" shall mean the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

Chairman PERKINS. Last May 20, the subcommittee held a hearing on the general subject of career education. Since that time, the National Advisory Council for Career Education has submitted to Congress a recommendation calling for new Federal legislation in the field of career education. Both of these events have served to crystallize my thinking on what the next step ought to be in our efforts to help foster career education.

H.R. 11023 is the result of this thinking, and I wrote and introduced this bill for three reasons:

First: I believe the time is at hand for career education to be implemented, that is, to be put into practice in every school in the country. We have experimented and researched and demonstrated

with career education for at least 7 years now, and in my opinion, at least, career education has proven its value. It can be the means for breaking down the walls of isolation which have been built around the schools and the processes of improving education is more relevant to what happens after students leave school and it can help people to lead more meaningful and productive lives.

The second reason I introduced the bill is that for once and for all a clear distinction must be clearly made between career education and vocational education. The latter is specifically job training, vocational education; while career education is a broad effort to help all students become aware of jobs, to try out different types of work, and to be counseled and placed in the best jobs for them, or to go on to more specific education.

The last reason I introduced the bill is that we must make clear that career education is meant to change the regular education program and not to be a separate program forever. So my bill calls for limited funds to be phased out over 5 years.

For the record I am inserting the statement I included in the Congressional Record on Dec. 18, 1975, outlining my reasons for writing H.R. 11023 and describing the bill.

[Statement follows:]

[From the Congressional Record, December 18, 1975]

CAREER EDUCATION

Mr. PERKINS. Mr. Speaker, on December 4, I introduced for discussion purposes the Elementary and Secondary Career Education Act of 1976, H.R. 11023.

The prime reason I introduced that bill is to encourage greater Federal assistance for States and local school districts in implementing career education programs. I believe that enough research has been done on career education to prove its value and now is the time to make career education part of the regular education program in every school in the country.

Since 1972, $190 million of Federal funds has been provided for research and demonstration programs in career education under the Vocational Education Act, the Education Professions Development Act, the Experimental and demonstration Career Education Act and several other laws. No funds, however, have even been provided for a broad scale implementation of career education in the schools.

The bill I introduced would provide those funds, and it would provide them through State educational agencies which can give the leadership necessary to make career education an intrinsic part of elementary and secondary education.

My second reason in introducing the bill is to help clarify the distinction between career education and vocational education. Vocational education, as we all know, is specific job training provided through our schools. Career education, on the other hand, is a comprehensive approach to education from the early elementary grades into the adult years, providing people with an idea of the types of jobs available in society, with guidance and counseling to determine what jobs they are most suited for, with assistance in securing these jobs, as well as with specific job training.

Unfortunately though, in the public's mind, these two ideas often become confused. Furthermore, the Federal Government has helped to foster that confusion by providing most of the funding for career education since 1972 through the Vocational Education Act. Now, for the sake of both ideas, it is best to divide the two by providing separate implementing legislation for career education. The bill I introduced seeks to achieve that objective.

My third reason in introducing the bill is to make clear my belief that the Federal commitment to assisting in the implementation of career education ought to be of a limited nature and ought to decline over time. To achieve that

end, my bill proposes that $100 million be made available for program grants in fiscal 1978, $75 million in fiscal 1979, $50 million in fiscal 1980, and $25 million in fiscal 1981. It also provides that States and local school districts must increase their matching funds for this program over those 4 years.

If the concept of career education has any validity—and I believe it does, it ought to be adopted as part of the regular curriculum by school districts within that period of time. The Federal Government does not have the resources to continue to fund those programs endlessly.

I would like to acknowledge at this time the usefulness of the report recently submitted to Congress by the National Advisory Council on Career Education. That report, which urged the creation of a career education program somewhat similar to the one my bill proposes, served to provide me with many sound recommendations and worthwhile ideas, while I was preparing this bill. The Advisory Council's work has been very helpful; and I would like to thank the members of the Council and especially its chairman, former U.S. Commissioner of Education, Sidney Marland, for their work.

I would now like to mention several other features of the Elementary and Secondary Career Education Act. A more detailed section-by-section description of the bill follows my prepared remarks.

The bill provides for programs only in elementary and secondary schools. No funds are provided for programs in community colleges or 4-year colleges or for programs for adults out of school.

The reason for this focus on elementary and secondary school education is that the bulk of the Federal funds spent since 1972 on career education have been concentrated on developing means to bring career education into elementary and secondary education. Little has been done in other areas.

Now, I believe it is time to implement these experiments in elementary and secondary education. It is not time, however, to shut off experimentation in these other areas. Therefore, my bill provides that funds under the experimental and demonstration Career Education Act can continue to be used for research and demonstration programs in postsecondary education and for adults.

The bill requires that at least 15 percent of the funds under the act must be used for guidance and counseling activities in local school districts. Presently, a good guidance and counseling program is sadly lacking in many of our schools; but its presence is absolutely essential to a successful career education program.

Another feature of the bill is that these funds must be provided in set amounts. In other words, if this bill is to be implemented, the Congress must appropriate the exact authorizations provided. Otherwise, there will be no broad program to implement career education in elementary and secondary schools; and, instead, experimentation will continue under the Career Education Act. These funds must also be provided 1 year in advance of actual obligation in order to allow States and school districts sufficient time to properly implement the programs.

I have included these two features, because I believe that certainly in funding is essential to operating a good education program. Administrators and school boards must know that the funds are going to be there if they are to be expected to make real changes in the schools dependent on this funding. Too often, the results of Federal education programs are minimal due to uncertainty of funding.

The bill also requires States to hire State coordination of career education and permits States to provide for properly staffed offices to assist these coordinators. The use of these funds for the hiring of local coordinators of career education is also permitted. I have included these provisions, because I have come to believe that there must be people working on a daily basis to achieve a particular goal if real change is to be implemented in education.

The last major feature of the bill is that the States are given the responsibility to develop what they perceive to be the proper objectives in implementing career education in the States. However, once the States have developed these objectives, they will be held accountable to them by the Federal Government. In other words, Federal administrators will not tell States what they must do to implement career education; but the States will be held accountable to what they themselves say they are going to do.

I introduced this bill in order to put on public record my thoughts on where the Federal Government ought to go with career education. I hope that the introduction of this bill will further stimulate the national discussion on the value of career education and will also serve to focus attention on finding the best means to advance the adoption of career education by States and school districts.

I would be most appreciative of receiving comments from individuals and organizations throughout the country on the ideas contained in my bill. I want to make it clear at the beginning that I am open to suggestions on better ways to achieve the furtherance of career education. I am not wedded to every feature of this bill.

I do want to reaffirm my belief, however, that we, on the Federal level, must encourage States and local school districts to adopt career education much more vigorously than we have in the past. Youths and adults throughout the country must be given the opportunity to learn about the jobs available in our society and must be given professional help in choosing their occupations and in finding the best training available. Otherwise, I believe that we will continue to have an enormous waste of human talent which we can ill afford.

Mr. Speaker, I would like to insert at this point in the RECORD a section-by-section description of the bill:

SECTION-BY-SECTION DESCRIPTION OF H.R. 11023

Section 1. The bill is cited as the "Elementary and Secondary Career Education Act of 1976".

Section 2. The purpose of the bill is to assist States and local educational agencies in increasing job awareness, exploration, decisionmaking, and planning activities in elementary and secondary schools.

Section 3. For fiscal year 1977, no more and no less than $5 million is authorized for the purpose of planning. For fiscal year 1978, no more and no less than $100 million; for fiscal year 1979, $75 million; for fiscal year 1980, $50 million; and for fiscal year 1981 $25 million, is authorized for carrying out career education programs.

None of the program funds, however, are authorized unless the $5 million for planning has been appropriated for fiscal year 1977. Furthermore, no funds are authorized for either planning during fiscal 1977 or for programs in the other fiscal years unless these funds are appropriated a year ahead of time.

If funds are appropriated for programs in fiscal year 1978 through 1981, no grants can be made with local educational agencies under the experimental and demonstration Career Education Act.

Section 4. The funds appropriated under the Act are distributed among the States on the basis of school age population.

Section 5. Every State desiring planning funds during fiscal year 1977 must submit an application assuring that these funds will be administered by the State education agency, that the State board of education has adopted or will adopt a statement of policy concerning the importance of career education, and that the State legislature and the governor have been notified of the State's application.

The State's funds during fiscal 1977 can only be used for the employment of a State coordinator of career education and staff to assist such coordinator, including at least one professional trained in guidance and counseling, for the preparation of a State career education plan, and for local planning.

Section 6. Every State which desires to receive program money for fiscal years 1978–1981 must submit to the Commissioner of Education by September 30, 1977 a State plan assuring that the State educational agency will operate the program and that the State coordinator of career education will be directly responsible to the chief State school officer and will be the chief administering officer for the program.

This State plan must also set out explicitly the objectives the State will seek to achieve in career education by September 30, 1981, and must set out how the funds under the Act will be used to achieve those objectives. These funds may only be used for the employment of a State coordinator of career education and for the coordinator's staff, for providing services to local educational agencies, and for providing grants to local educational agencies for career education programs.

At least 15 percent of each State's grant must be used for guidance and counseling and for job placement in local educational agencies.

Grants to local educational agencies must be made in proportion to the enrollments of these agencies, with allowance being made for greater tax effort and for large numbers of poor children. Services must be provided to children in private non-profit schools.

Section 7. For fiscal years 1977, 1978, and 1979, the Commissioner must pay the States their entitlements if they comply with the assurances of the Act. For fiscal years 1980 and 1981, the Commissioner must pay the States their entitlements only if they have achieved the objectives of their State plans.

Any State may reserve 5 percent of its grant for State administration and an additional 5 percent for services for local educational agencies.

For fiscal year 1977, the entire cost of employing the State coordinator and staff may be paid for from Federal funds. For fiscal year 1978, only 75 percent of such costs may be paid; and in the succeeding fiscal years, only 50 percent of such costs may be paid.

Section 8. The Office of Career Education must be the administering agency within the Office of Education for this program, and this office must provide technical assistance to the States. Career education curriculum materials and projects funded under other Federal laws must be used in the programs under this Act, to the extent practicable.

The National Advisory Council on Career Education must evaluate the programs under this Act, and the National Institute of Education must continue its complimentary efforts in career education.

Section 9. No later than December 30, each State must submit a report to the Commissioner evaluating its career education program. The Commissioner must analyze these reports and submit these analyses to the States within three months.

The National Advisory Council on Career Education must submit a report to the Congress by April 30 of each year evaluating the program. The Commissioner must conduct a comprehensive review of the programs and submit a report to the Congress by no later than September 30, 1980.

Section 10. For purposes of the Act, "career education" is limited to those activities carried out by State and local educational agencies involving job awareness, exploration, decisionmaking and planning. "States" are defined as being the 50 States, the District of Columbia, and Puerto Rico.

Chairman PERKINS. Today, we are here to hear the reactions of experts in career education, of various organizations and general witnesses to this bill and to these ideas. I am delighted to welcome here this morning our first panel comprised of a former member of the Office of Education, Dr. Sidney P. Marland; and the National Advisory Council for Career Education, Dr. Bruce Shertzer; and State coordinator of career education, Ms. Jeanne Werschke.

STATEMENT OF DR. BRUCE SHERTZER, CHAIRPERSON, NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION

Dr. SHERTZER. Mr. Chairman and members of the subcommittee, I am deeply appreciative of this opportunity to appear before you to speak, on behalf of the National Advisory Council for Career Education, with respect to H.R. 11023.

Our council wishes to express thanks for both the quickness of the chairman in responding to our recent legislative recommendations and the extent to which that response followed the substance of our recommendations. We hope to reciprocate by responding here to the chairman's request for suggestions to change wording in this bill.

Our council members have studied this bill carefully and have

agreed on the recommended changes to be presented here. Our 13 specific suggestions for change, along with a rationale for each change, have been prepared as a document which I now ask you to consider inserting into the record of these hearings along with two documents summarizing research studies that show career education works.

I think, Mr. Chairman, that your staff people have a copy of each of these.

Chairman PERKINS. Yes; we do have copies, Doctor. Go right ahead.

Without objection, your prepared statements will all be inserted in the record.

[The document referred to follows:]

SUGGESTIONS OF THE NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION WITH RESPECT TO SPECIFIC CHANGES FOR H.R. 11023, THE ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

The National Advisory Council for Career Education is generally pleased with, and supportive of, the intent of HR 11023. The following suggestions for positive changes in wording for this Bill are submitted in response to Congressman Carl D. Perkins' request for such suggestions made in his December 18, 1975 speech in the U.S. House of Representatives. They are intended to supplement the testimony of Dr. Bruce Shertzer, Chairperson, NACCE, given before the Subcommittee on Elementary, Secondary, and Vocational Education, House Committee on Education and Labor, February 2, 1976.

To formulate these suggestions, NACCE members were polled in a series of telephone conference calls. The suggestions appearing here have been endorsed by the NACCE.

Each suggestion for change is accompanied by a short statement of rationale for the requested change. The NACCE is prepared to expand the rationale further, if requested to do so by any Member of this distinguished Subcommittee.

Change No. 1: Page 1, line 11—change to "on career awareness, exploration, decision making and planning in making education, as preparation for work, a major goal of all who teach and all who learn.

Rationale: Career education concerns itself both with paid employment and work persons do as productive use of leisure time. The word "job" refers only to the world of paid employment. The word "career" refers to the totality of work done by the individual. Career education is an attempt to reform the entire *system* of American education so as to bring proper attention to helping students understand and capitalize on education/work relationships. It is important to emphasize this as a goal of *all* educators.

Change No. 2: Page 2, Lines 11–13—change to: "year beginning October 1, 1979, and each succeeding year, for the purpose of carrying out Section 6."

Rationale: The NACCE believes in and supports the principle that, if career education is a viable vehicle for reform, LEAs and SEAs should, and will, be willing to assume its major costs. The Council, therefore, supports the general concept of a declining federal commitment. Reform, however, will not come quickly. Since a time table for reform cannot be specified with exactness, it will be wise to leave the federal commitment open-ended. During the period of federal support, the dollar amount authorized should not drop to less than half of that originally made available.

Change No. 3: Page 2, Lines 16–17—eliminate the words "for the fiscal year beginning October 1, 1976."

"(iv) Conducting Statewide needs assessment and evaluation studies;

Rationale: This bill is too important to risk having the entire Bill, in effect, repealed through the actions of one Appropriations Committee. With the many economic uncertainties currently facing the Congress, it seems especially unwise to take such a risk in 1976.

Change No. 4: Page 2, Lines 21-23—eliminate the words "and unless such funds are made available for expenditure to the States prior to the beginning of such fiscal year."

Rationale: To leave these words in the Bill would be to risk that HEW might effectively sabotage the intent of Congress by simply delaying approval of OE Rules and Regulations. It is a risk that should not be taken.

Change No. 5: Page 3, Lines 9-10—change the word "seventeen" to the word "twenty" where it appears in these lines.

Rationale: If, as called for in Line 20, Page 6, and in Line 1, Page 7, students in Grades 13 and 14 are to be included along with students at the K-12 level, the proper population base to use must not be ages 5 through 17.

Change No. 6: Section 6-(c)-(1)-(B)—Page 6, Lines 11-14—change as follows:

"(B) Proving State leadership for career education, either directly or through arrangements with other agencies and organizations (including institutions of higher education) in—

"(i) Conducting in-service institutes for education personnel;

"(ii) Training local career education coordinators;

"(iii) Collecting, evaluating, and disseminating career education materials on an intra-state and/or inter-state basis;

"(v) Conducting Statewide leadership conferences;

"(vi) Engaging in collaborative relationships with other agencies of State Government and with State organizations representing the business-labor-industry-professional community; and

"(vii) Developing and applying certification standards for local career education coordinators."

Rationale: It would be both inefficient and unwise to force each LEA to "re-discover the wheel" in their efforts to implement career education. Strong and positive leadership from the State education agency will be essential. By making it possible for SEAs to arrange, where appropriate, for such leadership services to be carried out by others, the potential for full utilization of career education expertise will be enhanced.

Change No. 7: Section 6-(c)-(1)-(C)—Page 6, Lines 15-25 and Page 7, Lines 9-20—change as follows:

"(C) grants to local educational agencies for—

"(i) Infusing career education concepts and approaches in classrooms;

"(ii) Developing and implementing comprehensive career guidance, counseling, placement, and follow-up services utilizing counselors, teachers, parents, and community resource personnel; *Provided, however,* That no less than 15 percentum of a State's grant for any fiscal year shall be used for programs described in this division;

"(iii) Developing and implementing collaborative relationships with the business-labor-industry-professional-government community including the use of personnel from that community as resource persons in schools and for student field trips into that community;

"(iv) Developing and implementing unpaid work experiences for students whose primary purpose is career exploration;

"(v) The employment of coordinators of career education in local educational systems (but not at the building level);

"(vi) Training of local career education coordinators;

"(vii) In-service education of teachers, counselors, school administrators, and other education personnel aimed at helping them understand career education, their roles in career education, and to acquire competencies essential for carrying out their roles;

"(viii) Institutes to acquaint school board members, community leaders, and parents with the nature and goals of career education;

"(ix) The purchase of instructional materials and supplies for career education activities;

"(x) Establishing and operating community career education councils; and

"(xi) Establishing and operating career education resource centers serving both students and the general public."

Rationale: Short rationale statements for each of the sub-parts of the proposed changes here include:

(i) The classroom teacher is key to the success of career education. Unless change comes in the classroom, *real* change will not have occurred. Teachers need time to make infusion a high-quality effort;

(ii) Career guidance is essential for protecting individual freedom of choice. While counselors are essential, other personnel must also become involved;

(iii) Career education *is* a collaborative effort. The total cost of that effort cannot be borne by voluntary contributions from the broader community;

(iv) To teach students about work only through observation and reading is insufficient. Students need to *experience* work to understand it. Unpaid, as opposed to paid, work experience makes it possible for students to explore a number of occupational areas thus aiding in their career development;

(v) Career education coordinators, operating at the school system level, serve an important professional leadership function. At the *building* level, however, it is highly desirable for career education to be implemented by existing personnel. We do not want career education to become a new "specialty" at the building level;

(vi) It should be possible, in those situations where LEAs have demonstrated training capability, for such LEAs to train their own career education coordinators;

(vii) All education personnel should understand the nature and goals of career education. Specific roles in career education will vary and so will demand different kinds of in-service education for those educators who have embraced career education and wish to participate in the career education effort;

(viii) As a reform movement, career education calls for establishing collaborative relationships with the broader community. It holds serious implications for the entire community. Community decision makers and parents have both a right to know and a need to understand the nature and goals of career education;

(ix) Most career education materials are, and will continue to be, inexpensive and "home-made." Several commercial and non-profit organizations are now producing high quality, supplementary career education materials. The prudent purchase and use of such materials can improve the quality of career education efforts.

(x) As a collaborative effort, career education must involve the broader community. It is not something schools can do by themselves. The establishment and operation of community career education councils will further this collaboration; and

(xi) Career education resource centers can serve as (a) sources of ideas, materials, and resource persons for educators, (b) sources of simulation experiences for persons seeking to engage in career exploration, and (c) sources of assistance in career decision making. They should serve the broader community as well as students.

Change No. 8: Page 4, Line 17—add the words "who shall function jointly in the SEAs career education unit and in its guidance unit."

Rationale: In some SEAs, guidance at the SEA level, be unified, not duplicatory or competing in organization. It is equally essential that SEA guidance personnel be deeply involved in career education.

Change No. 9: Page 9, Line 25—change the number "5" to "10"

Rationale: SEA leadership functions in career education are of major importance. If the NACCE recommendations made earlier with respect to Section 6(c)-(1)-(B) are accepted, it will require more than 5 percent of such funds as the SEA may receive for career education.

Change No. 10: Page 11, Line 18—add the following words: "The Commissioner shall provide the Office of Career Education with such additional positions and personnel as are required to carry out its responsibilities under this Act."

Change No. 11: Page 12, Line 10—add the following words: "The Commissioner shall provide the National Advisory Council for Career Education with sufficient positions and personnel as are required to carry out its responsibili-

ties under this Act and under provisions of Section 406 of the Education Amendments of 1974."

Rationale: No federal civil service positions have been established to date, for purposes of enabling the NACCE to carry out its functions that now exist. To ask the NACCE to assume additional responsibilities makes it essential that OE staffing for the NACCE be provided in an adequate fashion.

Change No. 12: Page 14, Lines 11-14—change to: "'career education' shall be limited to those activities carried out by State educational agencies and local educational agencies involving those activities emphasizing the goal of education as preparation for work."

Rationale: See the Rationale for suggested Change #1.

Change No. 13: Page 14, *after* Line 16—add "(3) 'Commissioner' shall mean the Commissioner of Education."

The Efficacy of Career Education, Career Awareness—Presented to The National Advisory Council on Career Education

(By Elvis Arterbury, John Collie, Dave Jones, and Jayne Morrell)

INTRODUCTION

The concept of career education has probably received more attention and created more discussion than any other concept to arrive on the American education scene in recent years. It is broadly supported by parents, educators and communities across the nation.

The U.S. Office of Education under former Commissioner Sidney P. Marland, Jr., was largely responsible for the stimulation given to the idea of career education and while the Office tended to avoid suggesting any definition, Dr. Marland wrote the following in *American Education* (1971): ". . . what the term 'career education' means to me is basically a point of view, a concept—a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start to making a livelihood for himself and his family, even if he leaves before completing high school."

Many statements defining career education have been formulated. There tends to be generic elements within the vast majority of these difficulties. For example, Dr. Rupert Evans (1972) stated, "career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life." In a policy paper of the U.S. Office of Education (1974), "An Introduction to Career Education," Dr. Kenneth Hoyt, Director of Career Education, USOE, defined career education as "the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living."

SCOPE OF THE PAPER

There are common elements and characteristics contained in many of the definitions of career education. One of these elements is referred to as career awareness. The authors attempted to review all pertinent literature concerning the evaluation of the career awareness element of career education. A coordinated effort was made to systematically gather appropriate data. Personal visits were made to the U.S. Office of Education and the National Institute of Education to review materials in their retrieval systems. Letters were sent to all state departments of education requesting their assistance in the identification of exemplary programs in their state. Requests for data were then sent to the educators responsible for the identified programs. Participants in the Career Education Mini-conferences sponsored by the USOE Office of Career Education and numerous personal acquaintances were contacted. An ERIC search was conducted. These activities produced a large quantity of information. However, because of the diversity in conceptualizations, implementation methodologies and evaluation designs, a comprehensive state of the art report was not feasible. The scope of this paper is therefore

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limited to a review of information that is representative of the efficacy of the career awareness element of career education. Selected conceptual statements regarding career awareness from different sections of the country are identified. Various techniques utilized to evaluate career awareness and the subsequent results are also addressed in this paper.

CONCEPTUALIZATION

The information reviewed reflected disparities in the conceptualization of career awareness. Datta (1975) reported that theories of career development can be categorized into economic, psychological and sociological domains. The findings of the studies reviewed tend to support this view. The authors have presented selected conceptualizations as examples of each theoretical domain.

Economic based conceptualizations

The Curriculum Development Center, Vocational Education, University of Kentucky (1972), described career awareness as "a knowledge of the total spectrum of careers."

Psychological based conceptualization

Herr (1972) stated that students need clarification of those aspects of the self—e.g. interests, capabilities, values—which need development for a lifelong process of planning and decision making. Within the individual must be fostered a conscious awareness that he *does* have a choice.

Sociological based conceptualization

Leifer and Lesor (1975) stated, "rarely are career choices made by matching the demands made by various sorts of work with the personal skills and interests of those selecting the occupation." While not developing a statement with regard to the specific term career awareness, Leifer and Lesser did identify elements of a desirable career education program. This program would for example include parental, peer and school influences; occupational models available in the community, including parents, relatives and neighbors; rate and direction of social mobility; and availability of training and apprenticeship opportunities.

Many of the conceptualizations, however, tended to combine domains. In fact, the majority appeared to be based on a combination of psychological and economic theories. Representative definitions of career awareness are described in the following paragraphs.

The Business and Professional Women's Foundation (1974) stated: "Awareness involves those basic experiences that are introductory in nature and is concerned with the development of attitudes, interests and elementary understandings as these relate to individuals as they learn about the world of work."

According to Gibson (1973), "At the career awareness phase of a school programs emphasis should be given to attitude development, decision making, and self awareness as well as awareness of and knowledge about the broad characteristics and expectations of work."

The National Institute of Education paper, "A Conceptional Framework and Rationale for the Career Awareness Division," April 1975, cited four elements that encompass the conceptual dimensions of career awareness. These were defined as follows:

Occupational knowledge.—factual information about the skills and educational requirements of an occupation, the nature of the occupation in terms of its processes and products, its potential for access, advancements, and benefits.

Occupational preferences.—the set of occupation or adult roles which fall on a continuum of aspiration, preference, interest, or liking.

Occupational values.—beliefs concerning the status of occupations and what an individual considers important with respect to aspects of work and the place of work in adult life.

Occupational self concepts.—beliefs an individual holds about the abilities he or she has and how successful he or she would be at an occupation or occupational role.

Spradle (1973) referred to lifestyle in describing career awareness: "Students must learn about the occupational cultures they will be a part of for any particular career. The world of work . . . is a lifestyle, a set of values and assumptions. It means membership in a group with its own customs and mores."

A report published by the Indiana State Department of Public Instruction (1973) described career awareness as an elementary program which would include self awareness and a realistic awareness of the world of work which will assist students in gaining respect for work and appreciation for its importance to our society.

The Houston Independent School District (1972) reported attempts: "To develop, at the elementary level, occupational awareness as an integral part of the instructional program so that each pupil may begin to develop self awareness and to formulate career thoughts, to ensure that eventually each pupil develops a clearer perception of himself and sees himself as a person of worth with a realistic and positive attitude toward becoming a productive worker."

Hoyt et al. (1972) summarized the thrust of the elementary school career education program: "At the elementary school level, the components of career education most needed will emphasize helping students acquire positive attitudes toward work, toward all levels of occupations found in the society, and toward themselves as prospective workers."

The USOE (Hardwick, 1971) statement of career awareness objectives represents a conceptualization basically attainable at the K–6 level. The objectives are:

To develop in pupils attitudes about the personal and social significance of work.

To help each student become aware of himself as an individual and as a group member.

To develop student awareness of many occupations and to expand the career aspirations of each student.

To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

In summary, the review of information indicates that there are various conceptualizations of career awareness. The majority are concerned with the various aspects of the world of work, attitudes toward work and knowledge of one's own capabilities, values and interests.

Although the career awareness element of career education has been described as a concept which starts in kindergarten and extends through life, the major emphasis appears to be at the elementary school level.

A REVIEW OF EVALUATIVE STUDIES OF CAREER AWARENESS

The purpose of this paper is to review representative studies that are indicative of the efficacy of the career awareness element of career education. In many instances the evaluation results reported were subjective in nature and did not provide quantitative information. The large number of studies in this category, however, represent a positive statement for the efficacy of career awareness. Even though many of the applied evaluation techniques fall short of experimental-design evaluation standards, these studies should not be ignored. The salient fact is that, in almost all instances, the multitude of studies reviewed showed positive results.

This section of the paper addresses the general state of the art in career awareness evaluation and presents quantitative studies which are indicative of the efficacy of career awareness. Hoyt (1975) alluded to the pressures which may result in the premature evaluation of education programs.

"The birth of a new idea properly precedes its expansion into an educational concept. The formulation of a new concept properly precedes a concern for testing its efficacy. Global evaluation of a concept's efficacy properly precedes the formulation and testing of research hypotheses aimed at discovering optimal means of implementing the concept in educational practice. The critics of a new idea in Education typically use, as one weapon, a call for definitive research results even prior to the time the idea has been developed into a tentative concept form. This short set of generalizations

could, I believe, be illustrated repeatedly by those who study the history of new ideas in American Education. Career Education is only the latest example."

A similar statement concerning evaluation of new education programs is reported by Datta (1975) who attributes to Timpane the notion that: ". . . when an idea is sufficiently attractive, no one will wait for evaluation information before mounting large programs while if there is enough caution to give time for evaluative studies, no one will be really interested in the results." Datta further stated that lack of a research base describing the extent of the problem, lack of explicit and consistent objective statements, added to the technical limitations of measures of career development, suggest that programming has preceded ahead of the ability to evaluate program effectiveness.

The problems resulting from inadequate measurement instruments and faulty evaluation techniques are definitely evident. Some researchers have reported partial success in measuring the area of career knowledge. However, attempts to measure such elements of career awareness as self concept, societal responsibilities and values have met with little success.

Raleigh County West Virginia (1972) educators ". . . recognized that the exemplary aspects of career education could not result in evaluation procedures and instruments could not objectively predict, assess or measure specific areas of career awareness . . ." and based their evaluation procedures on subjective information obtained from interviews with individuals and groups. A majority of the projects' results reviewed supported this position. Measures for objectives in the affective domain tend to be variable on another appear to be even more difficult to obtain.

So the cognitive domain problems also exist. Tuckman (1974) stated that: "The measurement of career awareness, meaning knowledge of career characteristics and requirements, necessitates a cognitive instrument dealing with specific careers. In terms of general career awareness, the problem becomes one of deciding which careers to ask questions about; in terms of specific career awareness, the difficulty lies in finding or building tests in the large number of career areas that students might choose to pursue. Instrumentation in this area is also hard to find."

Wise, Charner and Randour (1975) indicate that the kinds of problems reviewed above result in an unequal handling of the measurement of career awareness. They maintain there is "a plethora of literature on educational-occupational aspirations and attainments, a small number of studies on occupational knowledge, and a paucity of research on occupational values and occupational self concepts."

Another aspect of the general problems associated with evaluation is the relatively low priority assigned to the collection of evaluative data. Teachers and other potential users do not appear to recognize the positive benefits which can accrue to them through timely program evaluation. There is a reasonable possibility that there is a direct relationship between inadequate instrumentation, poor evaluation techniques, unequal handling of variables, and educators' perceptions of a lack of worth in evaluative information. Two studies reviewed reflect the priority which teachers assign to evaluation.

Holloway (1972) found that both elementary and junior high school teachers award low rankings to competencies which centered around evaluation, manpower trends and theories of career development. A 1974–1975 needs assessment survey of teachers in the Dallas Independent School District resulted in a similar low rating for evaluation. Dallas teachers recorded a negative score (perceived negative need) for research and evaluation services. Only two of the fifty-six topics rated received lower need scores.

A comprehensive review of career education project evaluations was conducted by Bruce W. Tuckman and Joseph A. Carducci (1974). Their report classified the evaluations into experimental and quasi-experimental evaluative studies (i.e. quantitative data utilizing experimental and control groups, pre- and posttests or posttest only design), descriptive studies (i.e. quantitative data utilizing pre- and posttesting of treatment groups only) and case studies (i.e. treatment group only and qualitative data). Chart 1 is a listing of studies taken from the Tuckman and Carducci study which deal with career awareness and self awareness.

CHART 1.—STUDIES REVIEWED BY TUCKMAN AND CARDUCCI RELEVANT TO CAREER AWARENESS AND SELF AWARENESS

Author and Site of study	Grade level	Instrument	Analysis	Findings
Cochran and Weis (1972), Dayton, Ohio.	9–10	Ohio Vocational Interest Survey.	Analysis of covariance.	"• • • students from the vocational school were better informed about career choice • • •"
Holstein (1972), Lincoln County, W. Va.	1–6	Homemade test of occupational awareness.	do	"• • • career education students out performed control students on all measures."
Ovard (1973), Utah	6	Not specified	Chi square	"• • • students showed favorable change in attitude toward work • • •"
Sims (1973), Cleveland, Ohio.	5–6	Job information questionnaire.	Analysis of variance.	"• • • treatment schools students had acquired more job information than the control."
McNulty (1974), Massachusetts.	11–12	Career Maturity Inventory.	Analysis of covariance.	"• • • positive correlation between scores for all students • • •"
Warren (1974) Kansas	6–8	do	t-test	"• • • significant differences in mean scores in favor of treatment group."
Bariolo (1972), Alameda County, Calif.	Elementary	Occupational Information Survey.	do	"• • • yielded greater gains for treatment students than for controls at elementary level."
Cunningham (1973), New Britain, Conn.	do	How I see Myself Scales.	do	"• • • showed significant differences between the control and experimental groups."
Dennard (1973), Clayton County, Ga.	4	Student Knowledge of Careers.	Nor specified	"• • • fourth graders in program had greater knowledge of careers than those not in program."
Holden (1973), South Carolina.	Elementary	A battery of cognitive and affective instruments.	do	"Kershaw and Chesterfield counties were fairly successful in efforts to teach elementary school students about careers."
Pack (1973), District of Columbia.	K–9	Self Observation Scale.	do	"• • • showed CDEP children to have better self-concept than controls."
Do	K–9	Work Attitude Survey.	do	"• • • revealed CDEP students had more positive attitudes toward work than controls."
Do	7–9	Occupational Values Inventory.	do	"• • • students were realistic in their career planning."
Do	6–9	Career Awareness Development Inventory.	do	"• • • students were able to relate school-learned skills to work situations at reasonable level of proficiency."
Young (1971, New Orleans.	1–8	Attitude Toward Work Inventory.	t-test	"A significant positive gain was found for students in grades 1–8."
Harmond (1973), Harrington, Maine.	7	Occupational Knowledge Test.	do	"• • • significant gain in mean scores of seventh grade students."

The following additional studies which are pertinent to career awareness and self awareness project evaluations were reviewed. For purposes of this report only quantitative evaluations are presented.

The Pontiac Vocational Career Development Program (1971) attempted to increase the occupational knowledge and self concept of students. In evaluating the project the Occupational Knowledge Test (O.K.T.) and the Fantasy, Ability and Reality Scales (F.A.R.) were utilized. The three major findings were: (1) Students showed significant gain in their level of occupational knowledge, (2) Upper elementary children showed greater gain in occupational knowledge than did lower elementary children, and (3) At the end of the program students selected occupations of higher rank than they did at the beginning of the program.

Prince George's County Public Schools in Maryland (1975) included the following question in evaluating their career education program. "Do pupils involved in career education acquire more knowledge about the world of work than do controls?" The results of their body found that at each grade level (with the exception of ninth grade) the experimental groups scored higher than the controls. Statistical significance was reached at grade levels 6, 7, 11 and 12.

The Career Based Curriculum Project in Monroe, North Carolina (1975) evaluated two goals for their elementary program relative to self awareness and career awareness. Goal 1: To increase each child's self awareness, encouraging a positive self concept. The Self Observation Scales (SOS) were used to measure the students' self awareness. Statistically significant differences occurred on six of the eight scales for third graders. Goal 2: To in-

crease the pupils' awareness of the many occupations and job roles in the community. This goal was measured by asking the students to "list as many kinds of workers as you can." Students in the third grade Project schools listed more at the .05 level, than did third graders in the control schools. The mean number of workers listed by sixth graders in Project schools was significantly higher than sixth graders in the control schools at the .01 level.

The Research and Development Project in Career Education in Wichita, Kansas utilized the Career Knowledge test at the primary level in the pilot elementary schools. The Occupational Similarities Scale showed a significant difference at the .05 level between pre- and posttests on students at the K-2 level. At the Intermediate level (3-6) the Orientation of Career Concepts (OCC) was administered and statistically significant differences were found on the Vocational Vocabulary Scale (.01), the Working Conditions Scale (.05) and the Worker's Earnings Scale (.05).

Unified School District No. 250 of Pittsburg, Kansas utilized the Self Observation Scales and the Career Maturity Inventory to evaluate their career education programs. Approximately 200 students randomly selected from all six of the elementary schools in Unified School District No. 250 were tested as the experimental group. A parochial school which did not have a career education program was used as a control group. At grade three the results of the Self Observation Scales showed that out of eighteen possible comparisons (i.e. six schools x 3 scales) the schools in the Unified School District No. 250 exceeded the national norm of fifty and the average percentile score of the control group in twelve cases. At grade six the results show that of a possible thirty comparisons (i.e. six schools x 5 scales) the sixth graders exceeded the national average of fifty in twenty-four of the thirty situations. These students also exceeded the average percentile score of the control group in twenty-eight of the thirty comparisons. The evaluation of the ninth graders used the Career Maturity Inventory and a statistically significant difference was found between the experimental and control on Part 2: Knowing About Jobs.

A report on a Research and Development Project in Career Education (1974) from the Department of Education in Pennsylvania presents a study to determine the effects of project activities on the children involved. Matched samplings of third and fifth grade students were compared. The comparisons, made between highly involved and moderately involved students, revealed that the third graders who were highly involved could list more occupations in one minute than their less involved counterparts. The highly involved fifth graders were superior to the moderately involved group with respect to self concept development and attitude toward school.

Behavioral Research Associates evaluated the Pima County Development Career Guidance Project (1975). They concluded that:

"Students exposed to career educatian demonstrated a greater awareness of the world of work. On every index designed to measure career-awareness, economic-awareness and decision-making, the students with career education exposure scored higher. One of the most consistent findings in the data is that students with career education exposure are more knowledgeable about a variety of occupational clusters, representing the entire range of jobs. This finding reflects favorably on the Arizona Career Education Effort, and highlights one major goal of career education which is to expand the students' conceptualization of the economic marketplace.

"Students exposed to career education: (1) have knowledge of a wider range of occupations both between and within occupational categories, (2) have more ability to evaluate the skills needed in preparation for certain occupational choices, and (3) have more self-confidence that their goals are both realistic and achievable."

Pima County also includes an evaluation of self awareness. Their findings suggest:

"One of the most promising findings this year is related to the area of self awareness. Students in the high career education group were more certain of attaining their educational and occupational aspirations, rated themselves favorable relative to other students in their grade level, and expected higher achievement for themselves compared to students in the low involvment group. Since there were no population differences in the two groups, these

data demonstrate project efforts in the area of self awareness have had some success this year. Efforts should continue along these lines next year, since the findings this year are more significant in the trend that is seen, rather than in the statistical differences between high and low exposure students.

"An Evaluation of Vocational Exemplary Projects" was prepared by Development Associates, Inc. (1975). Forty-five projects were studied utilizing a variety of measurement instruments including the Career Maturity Inventory to determine significant differences between participants on eight outcome questions relevant to the study. Chart 2 is taken directly from their report to show the findings of the evaluation."

CHART 2.—SUMMARY OF CONCLUSIONS FOR OUTCOME QUESTIONS ACROSS ALL PROJECTS BY STUDENT GROUP[1]

Outcome questions	Student groups					
			12th grade			
	6th grade	9th grade	Participating teacher	Counseling group	Work experience	Skill training
Are student participants able to identify a greater number of occupations than nonparticipants? (Q1).	Yes	Yes	Yes	Yes	No	No.
Do students demonstrate more familiarity with tasks and functions associated with selected occupations than the comparison group? (Q2).	No	Yes	Yes	Yes	No	No.
Are student participants more familiar with the requisites associated with selected occupations than the comparison group? (Q3).	Yes	No	No	No	No	No.
Do student participants score higher on prevocational, job readiness tests than the comparison group? (Q4)	Yes	No	No	No	No	No.
Do student participants indicate more positive attitudes toward employment than nonparticipants? (Q5)	Yes	No	Yes	No	No	No.
Is the variety of careers being considered by individual participating students greater than that of students in the comparison group? (Q6)	No	No	No	No	No	No.
Do more student participants indicate having a career plan than the comparison group? (Q8)	.....	No	Yes	No	No	No.
Do more student participants cite their career preference as their expected career than nonparticipants? (Q10)	.....	.....	No	Yes	No	Yes.

[1] The questions were answered "yes" if there was an overall significant difference in favor of participants for any of the criteria used to assess the question.

A study was conducted in three elementary schools in the Fort Osage Public School District R–1, Independence, Missouri (1974). The purpose of the study was to test the effect of inservice teacher training in career education on the achievement of students. The study consisted of two experimental treatments (Methods A and B) and a conventional treatment (Method C). Method A refers to the approach to teaching selected career education concepts by teachers who had received a three-week orientation to the career cluster concept and who had written curriculum oriented to the cluster concept over an additional three-week period. Method B refers to the teaching of selected career education concepts by teachers who had received a three-hour orientation to the career cluster concept, who had not written curriculum oriented to the career cluster concept, but who taught the curriculum which had been developed by their colleagues in Method A. Method C refers to the conventional approach to teaching fourth and fifth grade elementary school students. The teachers were encouraged to teach the concepts of career education but were given no assistance in securing career-oriented career units developed by their colleagues in Method A. As a result of testing, the students who experienced Treatments A and B made significantly higher gains in achievements of career awareness and self awareness.

Westborough Junior High School, South San Francisco provided the evaluation data on their Career Education Project (1975). They give the percent average loss or gain on pre- and posttests of the target school and the control schools on three scales: self-awareness, occupational information and school/college information. The results are shown in Chart 3.

CHART 3.—*Summary of comparisons between target and control schools*

Project 1690. Percent loss or gain shown between September 1974 pretesting and posttesting, May 15, 1975.

Matched Populations

SELF-ASSESSMENT QUESTIONS

TARGET SCHOOL		CONTROL SCHOOL	
Total average loss or gain:	*Percent*	Total average loss or gain:	*Percent*
7th grade	+19	7th grade	+23
8th grade	+19	8th grade	− 6
9th grade	+26	9th grade	+14

OCCUPATIONAL INFORMATION QUESTIONS

7th grade	+17	7th grade	− 8
8th grade	+17	8th grade	+ 3
9th grade	+21	9th grade	+16

SCHOOL/COLLEGE INFORMATION

7th grade	+15	7th grade	+ 2
8th grade	+16	8th grade	+ 2
9th grade	+37	9th grade	+17

Behavioral Research Associates prepared the evaluation report of the Cochise County Career Education Project (1975). Chart 4 presents the results of the evaluation showing significant differences on all variables between a high exposure to career education sample and a low exposure sample. Cochise County also includes an evaluation of self awareness. Self awareness is measured by the student's responses to four questions. One question covers self expectations for school performance. Another question asks the students to compare themselves with other students in terms of how right they are. The remaining two questions deal with the student's certainty of attaining educational and occupational aspirations. The results indicate that students in the high exposure sample were consistently more positive in terms of self awareness than the students in the low exposure sample as measured by the four questions.

CHART 4.—COMPARISONS OF STUDENTS WITH HIGH AND LOW EXPOSURE TO CAREER EDUCATION ON SEVERAL DIMENSIONS RELATED TO THE ARIZONA CAREER EDUCATION MATRIX

	High-exposure sample	Low-exposure sample	t-test	Significance
Secondary Students				
Educational awareness	46.8	44.3	3.01	0.001
Career awareness:				
Knowledge of skill required	54.5	49.6	2.40	.01
Knowledge of factors contributing to job satisfaction	63.8	55.7	3.40	.001
Common threads in jobs	68.2	57.0	4.64	.001
Economic awareness	53.1	48.5	1.83	.04
Awareness of career mobility	40.9	34.0	2.78	.003
Awareness of factors influencing occupation structure	53.2	47.7	2.27	.002
Decisionmaking	35.3	30.2	2.94	.001
Employability skills	26.6	24.4	3.04	.001
Appreciations and attitudes	45.3	37.0	3.90	.001
Knowledge of career clusters score	34.2	30.8	1.85	.04
Interest in career clusters score	25.9	24.7	1.97	.025
Elementary/Intermediate Students				
Educational awareness	50.1	48.5	1.86	.05
Career awareness:				
Knowledge of skill required	59.4	50.5	3.45	.001
Knowledge of factors contributing to job satisfaction	54.6	48.5	2.57	.005
Common threads	65.7	59.8	2.12	.01
Economic awareness	58.2	52.6	2.24	.01
Decisionmaking	61.5	54.7	2.67	.005
Appreciation and attitudes	60.2	54.9	2.01	.020
Knowledge of career clusters score	49.9	44.8	2.28	.01

The purpose of this paper was to review existing evaluative studies that are indicative of the efficacy of the career awareness element of career education. The studies discussed represent a sampling of the degree of success achieved by educators in implementing and evaluating career education across the nation.

The information revealed that there is general agreement with regard to definitions of what career education means. However, conceptualizations of career awareness and other elements of career education are more diverse. As more specific objectives, program implementation and evaluation are addressed less agreement and greater disparities appeared.

Most practitioners include varying aspects of psychological and economic theoretical domains in their conceptualizations of career awareness. The sociological domain is much less prominent among the studies reviewed.

It is evident that program development and implementation are well in advance of evaluation and assessment. There is a tendency to assign a low priority to evaluation and problems exist with evaluation design and measurement instruments. Several factors contribute to these difficulties. Teachers do not recognize the potential value of evaluative studies. There is considerable lack of specificity among objectives which have been identified under the career awareness concept. Measurement methodologies are varied and few standardized instruments are available. Measures for objectives in the affective domain tend to be unavailable and measures to determine the impact of one variable on another appear to be equally scarce. There is an unequal handling of the measurement of career awareness.

Although not exhaustive, the studies referenced in this paper are descriptive of the extent to which the concept of career education and, more specifically, career awareness programs are producing quantative data for evaluation purposes. Subjective evaluations of programs tend to be positive and the participants were favorably optimistic about the total effort. Analysis of the information accumulated reveals that adequate evidence is available to support the position that education programs designed to develop career awareness in students can make a difference. Based on the studies presented it can be concluded that regardless of the variety of definitions, the variety of implementation methods and the variety of evaluative techniques, career education is making statistically significant changes in student development.

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Introduction

On January 23, 1971, Commissioner of Education Sidney P. Marland, Jr. (1971), in his speech entitled "Career Education Now," delivered to the Convention of the National Association of Secondary School Principals in Houston, Texas, launched career education into the mainstream of educational thought. In the approximately five years since that time career education has pro-

gressed from a much-discussed idea to many well-developed programs have not been functioning very long, it is possible for them to have had an impression on students.

What data are there regarding the effects of career education on students' academic achievement? Is career education enabling th student to successfully meet his goals in school? Exactly what are the goals in American education? In the early nineteen hundreds, the seven cardinal principles of education espoused by the Commission for the Reorganization of Secondary Education (1918) defined the role that the school should play in the teaching of the student. Even at that time, emphasis was placed on "vocational preparation, citizenship, and the worthy use of leisure time."

A few years later, Dewey (1931) expressed the view that school subjects could be correlated with industrial education if educators gave priority to educational values rather than industrial or vocational gooals. He indicated that the educational values would familiarize the learner with the social and cultural background of his vocation as well as the skills involved.

As time passed, the emphasis in education shifted from the fulfillment of societal needs to the desire to fill the needs of the student. Therefore, in the 1930's and 1940's, the experiences of the learned were stressed. Unfortunately, "experiences" is a rather broad, undefined term so that although the child was the original prime consideration, experiences were simple justified for their own sakes. There were no means to adequately measure them.

The beginnings of the space age in the 1950's, however, brought about an abrupt change in educational concern. The child was still considered important, but his needs were actually placed in a secondary position to society's needs for him. The student was saturated in the sciences, math—all the technological fields that would enable the United States to keep up with her global neighbors. There was numerous ideas, principles, and theories that the school *should* teach and which the child *should* learn, whether his personal goals included the need for that knowledge or not.

Recently the emphasis changed once more. The public is demanding that schools be accountable and that education be relevant to the student. As a result of these demands, the 1960's and 70's saw an increase in innovative teaching strategies, such as individualized and personalized instruction, computer-assisted instruction, and utilization of multimedia. Since the goal is to teach the concepts that the individual learner needs the most, it is only logical for career education to be in the forefront.

Proponents of career education stress the need to enable students to acquire the necessary academic skills and attitudes about work, leisure, and education so that they can adapt to change, can be skilled in certain career areas that best suit their abilities and interests, and can be mentally acceptant of furthering their education and retraining for jobs throughout life. Because of the rate of change in today's society, it is illogical to assume that any educational program is terminal. In order to be better prepared to cope with change, young people need not only to become cognizant of the effects of technology on people's occupations and lifestyles, but they must develop also a strong foundation in basic skills. Skills in planning, predicting, creating, and adapting will become basic skills in a school context, according to the Texas Association for Supervision and Curriculum Task Force in *School Curriculum Design for the 1980's*. Opportunities must be provided for students to develop attitudes that will contribute to self esteem and flexibility as well as a strong foundation in academic skills. Basic skills are essential to each individual as he or she develops for his or her respective role in society. In the Fourth Annual Gallup Poll of Public Attitudes Toward Education (1972), the number one priority among respondents was that the schools should teach students the skills of reading, writing, and arithmetic.

Gene Bottoms (1972) views as one necessary objective of an elementary career education program enhancing students' acquisition of basic academic skills. This, in his opinion, can be done by providing an alternative to the more abstract learning style which has dominated as an approach to education.

What exactly is the relationship between career education and academic skills? Of the developmental tasks (Havinghurst, 1964) that the child is to learn during middle childhood and adolescence, some of the most important are the acquisition of the fundamental skills in reading, writing, and calculat-

ing, the concepts necessary for everyday living, the selection and preparation for an occupation, and intellectual skills and concepts necessary for civic competence. These tasks listed above are quite relevant to the work of educators at the elementary and secondary levels. When educators are aware of these tasks, they are better equipped to help a student identify his purpose for being in school and to see the best times to introduce certain tasks to the growing child. Once the student begins to master these different tasks such as the use of words and knowledge of the things for which they are symbols, he is better able to differentiate and integrate the world around him. As O'Hara (1968) pointed out, the more occupational words a student knows, the more he will be able to differentiate and integrate within the occupational world. However, since people of the world outside the classroom also make great use of symbols in the auditory and visual realm, it is crucial that the student also become auditorially and visually literate. Thus, the fundamental skill of communication includes communication in all its forms—print, auditory, and visual. Communication and computational skills are identified by career education writers as the most marketable skills that the schools can help the student acquire.

In agreement, Leighbody (1968) has stressed the fact that academic learnings constitute not only the indispensable foundation for job training and job security but are, in themselves, the most salable and most enduring job skills that a worker can possess.

In order to aid the student in accomplishing the necessary developmental tasks, varying career education programs have been instituted. Some schools have implemented separate courses at the secondary school level while others have organized units of work around the fifteen occupational clusters. The approach utilized by a large number of schools currently is that of the infusion of career education concepts into the ongoing curriculum. Infusion, according to Kats (1973) is not a fixed treatment. It is a variable responsible to individual need and uses.

Is the current emphasis on career education affecting students' success in academic areas? It is the purpose of this paper to report the findings pertinent to the effectiveness of career education efforts as reflected in the achievement of students in academic areas.

Good (1973) defined academic achievement as students' knowledge attained or skills developed in the school subjects, as designated by test scores or by marks assigned by teachers, or by both. An extensive survey was made of available studies reporting the evaluation of academic achievement of students in school-based programs, kindergarten through grade twelve, and students in experience-based career education programs. Primary emphasis is given in this paper to studies in which experimental and quasi-experimental designs were employed and the analysis of "hard data" was reported. Since the informational needs of the local practitioners differ from those of educational planners at the state and national levels, some data which does not meet local needs but not the rigorous standards of scientific investigation are briefly reviewed.

Examination of studies relating to the effects of career education programs on academic achievement was largely restricted to those studies which included data collected between 1972 and 1975. Few of the goals and objectives given for the implemented programs included statements regarding students' achievement in the academic areas. Understandably, few program evaluations included data relative to such achievement.

In order to obtain the information herein reported, the following methods were utilized: three searches of the ERIC system were requested; the Washington, D.C. offices of Development Associates, Inc., National Institute of Education, Office of Career Education, and the Office of Vocational Technical Education were visited; letters were written to all participants in OE's 1974 Career Education Mini-Conferences and to all projects and individuals named by Mini-Conference respondents; materials sent in response to letters to state coordinators of Career Education; telephone calls were made to all regional offices of the U. S. Office of Education. Telephone conversations were conducted with project directors and school administrators in a number of locations throughout the nation. With two exceptions, all of the project people who were asked to supply information did so.

REVIEW OF STUDIES

During the 1974–1975 school year a main thrust of the elementary school level career education program of the Ceres, California, Unified School District (1975) was the determination of the impact of the program on academic achievement. The overall gain made by pupils in grades one through six in reading was twelve percent. In math a gain of eleven percent was indicated. Using chi-square, a comparison was made of the percentage of students scoring on or above grade level on the Cooperative Primary Text and the Comprehensive Tests of Basic Skills (grades 4–6) in May, 1973 and May, 1974.

The percentage of students scoring at or above grade level in 1973 and 1974 is shown on the following table, along with the percentage of gain.[1]

MATH

	Percentage at or above grade level 1973	Percentage at or above grade level 1974	Percent of gain
Grade:			
1	31	52	21
2	32	32	No
3	29	46	17
4	25	29	4
5	23	32	9
6	28	34	6

READING

	Percentage at or above grade level 1973	Percentage at or above grade level 1974	Percent of gain
Grade:			
1	33	52	19
2	27	34	7
3	26	30	4
4	24	35	11
5	15	35	20
6	28	36	8

The foregoing information was gathered during the third year of a three-year project designated CERES (Career Education Responsive to Every Student). Approximately two thousand elementary students were included in a general impact program, with about forty percent of the students participating in a concentrated career education program. Teachers of children in the experimental group were involved in a staff development program during which they analyzed career education objectives as well as the reading and math needs of students in their classrooms. The teachers, who also learned to utilize an infused approach to curriculum development, had consultant help available from elementary principals, resource teachers, and a curriculum specialist.

David Huffman (1975) of Pittsburgh, Kansas, sent a letter along with the report of a project being conducted under Part D of Public Law 90–576. Mr. Huffman wrote: "It was interesting for us to note that all those activities we have involved teachers and students in during this school year (by activities we mean those experiences we call part of our career education emphasis) did not take away from academic achievement, but in fact, achievement gains were significant." In the project schools an analysis was made of students' scores on Metropolitan Achievement Tests which were given in September, 1974, and April, 1975. A distribution of frequency for both pretest and posttest scores of 233 third-grade students was compiled, and this was tested for significant differences using a chi-square procedure. Statistically, the difference in frequency between the pretest and posttest was significant at the .001 level ($p < .001$) on all nine tests. The third grade of a parochial

[1] Information given via telephone by Virginia Lish, curriculum specialist, Ceres.

school which did not have career education was used as a control group. It was concluded that there was no statistical significance between the scores of the two groups; the academic achievement of third graders in Unified School District No. 250 (Kansas) was equal to that achieved by students in the parochial schools of the community.

The pretest and posttest scores of 261 sixth graders were compared in a manner similar to that used with the third-grade scores. In the test for language the distribution of scores was not statistically significant, but it is noteworthy that the group mean was 6.2 (grade equivalent) in September and 6.7 in April. In nine other subtests the differences between pretest and posttest scores were statistically significant at the .05 or higher level of confidence. Six of the tests were significant at the .001 level ($p < .001$). It was concluded that there were no statistically significant differences between the academic achievement of the experimntal and control groups. The overall academic achievement of sixth graders in the experimental group was comparable with that of students in the control group.

Of thirty possible comparisons, on the Self Observation Scales, the sixth graders in the experimental group exceeded the national average percentile of 50 in 24 of the 30 situations. They also exceeded the Average Percentile Score of the control group in 28 of the 30 comparisons on the scales.

Ninth-grade students in the career mathematics classes were given the ABLE test, forms A and B, as pretests and posttests to determine their achievement in mathematics skills. The instrument used is a standardized test covering thirty areas of mathematics.

A frequency distribution was compiled for four groups totaling fifty-four students for the pretest and posttest. The difference between the pretest and posttest distribution of scores was significant at the .001 level ($p < .001$) of confidence.

In Prince George's County, Maryland (1975), a study was conducted to determine the effects of integration of career education into the existing instructional program of selected schools. A primary focus was upon the effects which the career education program had in the area of basic educational skills.

The school staff in each participating school determined the method of implementation of the career education program. Classroom guidance, workshops, and limited financial assistance were provided by the school system to facilitate the integration of career knowledge, job attitudes, community/parent visitation program into the curricula.

Classes of grades 1, 3, 6, 7, 9, 11, and 12 of fourteen schools were selected for study. Schools which were used as controls were matched with the experimental schools on five variables. Individual classes were combined across schools within grade levels to form experimental and control groups.

Thirteen data-gathering techniques were utilized in addition to the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. Posttests were given during the last school month of the 1973–1974 school year. The primary analysis techniques were the one-way analysis of variance and two sample tests.

The experimental samples scored significantly higher ($p < .01$) in reading and arithmetic than the controls. Exceptions were sixth-grade reading and senior high language usage and social studies. The writers recommended that follow-up evaluations include a pretest-posttest design in order to assure that equivalent groups are used and that differences found on the posttest can be tied better to the effects of career education.

The comprehensive career education model implemented in the schools of Lincoln County, West Virginia, is described in a monograph by Olson (1974). The three-year program was initiated in eight elementary schools, grades one through six in 1971. Of the student population, 887 students were involved in the career education program and 1,549 were not.

Staff development activities were provided for twenty-nine faculty members who subsequently implemented career education in their classes. Teaching strategies of field trips, resource role models, manipulative activities, simulation, and multimedia activities were incorporated into instructional resource units utilized with the experimental groups.

Posttest data were analyzed for 415 students who, in May, 1972, were given the California Language Achievement Test and the California Mathe-

matics Achievement Test. The experimental students were randomly selected from intact classes of students involved in the Career Awareness Program while the control students were selected from the remaining students who had not participated in the Career Awareness Program.

In order to provide for an unbiased comparison of the effects of the treatment, the analysis of covariance was employed. The adjusted posttest means for the experimental group were 11 percent higher than the adjusted posttest means for the control group of language achievement.

Data produced from the analysis of covariance on mathematics achievement indicate that the difference between the experimental group and the control group was significant at the .01 level ($p < .01$). The adjusted posttest means for the experimental group were 24.5 percent higher than the adjusted posttest means for the control group on mathematics achievement.

Among the implications based on the finding of the study were: (1) "utilizing experimental activity to illustrate abstract symbols and concepts related to career education goals (life goals and academic subject goals) is an effective method of increasing academic achievement, and (2) in-service education which focuses on both process (human relations) and task (planning, development, implementation) components is effective in delivering career education activities to elementary and secondary students." (Olson, p. 21)

An exemplary project in career education began in July, 1974, in the Union County Schools of North Carolina (1975). According to a publication supplied by Dr. John Moore, the project was funded under Part D, Public Law 90-576, and was aimed at implementing a career-based curriculum. During the 1974-75 school year, twenty elementary, middle, and secondary schools were involved.

Major program activities during the first year included staff development for personnel at all levels, K-12, development and implementation of curriculum units stressing integration of career education into the academic disciplines, provision of group guidance and the establishment of a career center in the library.

Use of the community as a classroom was stressed for all grade levels of the participating schools. At the elementary school level, the academic instruction was to be related more closely to the "World of Careers" through a Career and Self-Awareness Program. In the middle schools, a Career Exploratory Program included a "hands-on" approach in fifteen occupation clusters, a Guidance and Counseling Program, and Instructional Modules which related to students' academic and career-exploratory experiences.

The research question posed, which is pertinent to this paper, was: Have student grades, attendance, achievement, and attitudes improved as a result of the Career Based Curriculum? A pretest-posttest design was not possible; data were collected in the spring only. Reading and mathematics achievement test results from September, 1974, and March, 1975, were available and were utilized. Scores were expressed in grade equivalents.

From a student population for grades K-8 of approximately 3,000, students in grades 3, 6, and 7 were randomly selected. From schools identified as having students comparable to those in the project schools, sixty third graders and sixty sixth graders were randomly selected. Twenty-five seventh graders were chosen from the two control schools.

One-way analysis of variance and multiple regression were applied to the data. Mean grade equivalents were the same for all groups in September for reading and mathematics. Although the third-grade project group achieved slightly more than the control group in both reading and math, the difference between the two groups in reading was statistically significant, with the difference favoring the experimental group. Although the difference between the two sixth-grade groups in mathematics was not statistically significant, the experimental group showed a greater gain.

A descriptive evaluation was given by Lapinski (1972) of an interdisciplinary career assessment program for fifty-four slow learners and disadvantaged youth at the high school level in Stamford, Connecticut. The cluster concept and correlation of classroom materials to occupational assessment and skill training were essential to the program. One objective of the program was the development of basic skills; in one part of the evaluation, the Science Research Associates' Basic Skills in Arithmetic Test were used as pretests and posttests.

The sixty-four students in the study showed an average gain of 1.7 years at the ninth-grade level and 1.3 years at the tenth-grade level. The ninth-

grade gains ranged from 1.0 to 3.7 years; the tenth-grade gains from 0.0 up to 2.8 years. At the conclusion of the study, the arithmetic scores of the group of slow learners and disadvantaged students ranged from 5.6 to 10.5 for ninth graders and 4.6 to 9.9 for tenth graders.

The study which is descriptive in nature cannot provide a basis for comparison of results such as can be provided by a control group. The researcher did report that a check of five students who were in the program the previous year and who were re-tested a year later indicated that the students maintained and improved their grade-level scores.

In a study conducted by Solomon (1973) a local career education program was evaluated to measure the effect of the program on academic achievement and career development. Forty fifth- and sixth-grade experiment group students were compared with forty fifth- and sixth-grade matched controls from another school. The Mathematics and Reading tests of the Metropolitan Achievement Tests were two of the posttests administered. No significant differences were obtained on any measure, indicating that occupational and self-awareness did not impede growth in scholastic areas.

In a study involving 348 elementary students in North Central Texas, Bryant (1975) found that academic achievement was increased through the implementation of career education program. Randomly-selected schools in a ten-county area participated in the study which was part of a larger dissemination effort jointly sponsored by Education Service Center Region XI and Partners in Career Education. Seventeen fifth-grade classes in five school systems participated. Within the three larger school systems, both experimental and control classes were identified. Classes in the two smaller school systems were matched with control classes in other school districts.

Teachers in the experimental group participated in three days of staff development and were given teacher-developed career-education curriculum guides for use in planning instruction in language arts and social studies classes. Consultant help was provided teachers on a request basis.

Forms Q and R of the Comprehensive Tests of Basic Skills were administered as pretests and posttests in October and February of the 1974–75 school year. Adjusted means were used in the analysis of the data; analysis of covariance was the basic statistical procedure employed. Statistically significant differences between the two groups were found to exist on the scores of the total achievement battery ($p < .001$), Reading Test ($p < .01$), Language Test ($p < .00$), and Study Skills Test ($p < .01$). Differences that were statistically significant at the .001 level ($p < .001$) were indicated in the Vocabulary, Language Expression, and Reference Skills subtests. All differences favored the experimental group.

Career-education concepts were not introduced into the arithmetic curriculum, and no greater gain was made in arithmetic by the experimental group than was made by the control group. The findings supported the conclusion that the infusion of career-education concepts into the ongoing program of curricular offerings can have a positive effect upon the cognitive growth of students as evidenced by achievement test scores.

A three-year occupational information project for grades 1–12 was implemented in the schools of Henderson County, Kentucky. The Comprehensive Test of Basic Skills was used along with the Barclay Classroom Climate Inventory and other instruments to assess the value of the program. No negative effects on students' scholastic growth was reported. It was concluded by the researchers that the school had changed from a traditional subject matter orientation to a more life-centered one.

In a manuscript entitled, "Evaluation of Career Education: Implications for Instruction at the Elementary School Level," Hoyt (1975) referred to results reported by Clifton Purcell of the Santa Barbara, California, career education program in 1974. The Cooperative Primary Reading Test was administered to second grade students in a class in which career education approaches were emphasized and in a class not involved in such an approach. The scores for the students in the career-education-orientation class were significantly higher, statistically, than the scores of the other students tested. Mr. Purcell is no longer with the school district and a copy of the study was not made available.

Director James Spengler of the Board of Cooperative Education Services (BOCES, District One, New York) (1975) provided information regarding

the preparation and field testing of curriculum materials designed to infuse the career education concept into the normal academic curriculum. The development of the Career Education Instructional System is part of the effort of the New York State Consortium for Career Education.

The first year of the project was one of planning and development during which twenty-one school districts in Erie BOCES #1 and #2 participated. One hundred teachers, counselors, administrators and media specialists were oriented and trained to prepare curriculum packages in language arts, math, science and social science at all grade levels. Fifty-two Learning Activity packets, including 900 Learning Activity sheets were prepared, evaluated by experts, revised and printed.

Following summer orientation, three hundred teachers used the packets in their classrooms. Teachers' evaluation indicated high student interest during activities in which the infusion technique was used. An examination of pre- and post-achievement testing indicated slight gains in the twenty-eight test cells (grade level—subject) for which data were obtained. Two cases were statistically significant in achievement gains during the first year of field testing.

During the 1974-75 school year, the reported high interest of students using the packets was verified by independent survey of students. Examination of pre- and post-assessment indicated increases in achievement again in all of the sixty-four test cells. In sixteen cases the gains, experimental over control, were statistically significant. Improvements were shown in cells representing 223 students in fifty-nine classes, or twenty-six of the classes.

Included in a career education program in Elhart, Indiana were eighth and ninth-grade students to increase their reading and comprehension levels and to increase their career options. Participants in the program were functioning at reading levels four or more years below their grade level. Directed activities utilizing workbooks were provided the student for one period per day. Fourteen learning excursions into the community were made by the group during the year.

Scores of students indicated growth gains in language and reading skills that ranged from .6 to 3.3 years. The average gain was 1.5 years.

The three-year developmental career education program in Cobb County, Georgia, was reported by Smith (1973). The project's efforts produced a broad-based developmental, sequential curriculum within elementary, middle and secondary schools. The project by design and by nature placed special emphasis on those students who were culturally, economically or otherwise handicapped or disadvantaged.

An objective of the program was to integrate a career development program into existing curriculum to enhance traditional academic learning. A product objective to increase student academic achievement as measured by achievement tests was partially attained. The evaluation was based upon results of the regular school administration of Iowa Tests of Basic Skills to third, fourth, and sixth-grade students in September, 1972. At the third-grade level, the average grade equvalent score for experimental and control students was 3.35 (comparison made to grade equivalent of 3.1).

The fourth-grade students were tested in October, 1972, and the expected grade equivalent score was 4.2. The overall mean score for the project schools was 4.15; the average score in the control schools was 3.95.

The overall grade equivalent scores of sixth-grade students in the project schools exceeded the expected grade equivalent score by .2 while the score in the control schools was .2 less than the expected grade equivalent. The overall means for the project schools were equal to or higher than the overall means of the control schools at each of the three grade levels tested.

One of the goals of the Cobb County program was to create opportunities for the student to utilize the subject matter in manipulative learning situations. Another goal was to provide opportunities for the student to observe the practical application of academic subject matter in the work community.

From a first-year project involving twenty-four teachers in four elementary schools, the program was expanded to include forty-eight teachers the second year. In a "teacher-helping-teachers" approach, thirty-four Cobb County schools were eventually included by the third year.

This project demonstrated the feasibility of a transportable career education program that involved little expense and was maintained as an integral part

of the educational experiences of all pupils at no extra cost. One evaluation that was meaningful to the local planners was the fact that the school board voted for expansion of the program to all schools.

Math sections of pretests and posttests administered to selected third- and fourth-grade students in Calhoun County, Michigan, (Simpson, 1974) incorporated various math functions such as multiplication, addition (shaded figures), angles, fractions, points and lines, notations, and division. Both the experimental and the control groups showed little or no change on the multiplication section, which apparently was too difficult. For the remainder of the items in the math section of the test, the two groups scored about the same, supporting the hypothesis that academic competence (as measured by a math test) would not be impeded as a result of the implemented career education program.

Following the rationale that career education is for everyone, different schools have provided programs for slow learners, potential dropouts, disadvantaged students, and accelerated learners. In the McKeesport Area School District of Pennsylvania, (1974) pretests and posttests were administered to elementary students in the academically talented program. Of the eighteen units attempted, fifteen showed statistically significant student improvement between pretests and posttests. "Several of the improvement rates were quite startling with a 1706 percent improvement being observed in the Minerals and Gems unit and 1250 percent growth noted in the Forestry unit." (McKeesport, p. 26). The program for the academically talented was highly successful.

Selected elementary students in regular classes in the McKeesport District were also tested in regard to eleven career education units. Those children engaged in Anthropology, Senses and Agriculture units showed statistically significant improvement. The other units, while failing to reach the statistically significant level, showed general improvement.

In Philadelphia a prototype experienced-based career education program has been developed, operationalized and tested by Research for Better Schools, Inc. The four years of the career education program have encompassed one year at the planning stage and three additional years at the operational stage. According to Kershner and Blair (1975) the evaluation activities during the first year of operations were largely formative in nature. Data were collected on the extent of implementation, perceptions of participants, and student progress on several criterion measures. No comparison groups were available to establish external standards or determine effects of the program.

During the 1973–1974 school year, 250 students were released by the School District of Philadelphia to participate in the program. The report of the interval evaluation staff focused on the 38 first-year students who completed all of the testing. Data given for another group of 54 students is not reviewed here because no comparison group was available.

The Experienced-Based career program included three types of instructional activities. First, students spent at least one day a week engaging in wide variety of "hands-on" activities conducted at the work sites of over eighty participating industries, businesses, agencies and unions. Second, structured small group guidance sessions were held each week in addition to individual counseling that was provided. For an hour and a half each day students were given individualized learning opportunities in communication skills and mathematics. A teacher-student ratio of 18.44 to 1 was reported.

All students were administered a pretest-posttest series of instruments which included the Comprehensive Tests of Basic Skills. Levels and Forms of the tests used were not specified in the material reviewed. Hypothesized growth within groups was tested through the use of correlated t-tests. In all studies reported herein except those relating to evaluation of Experience-Based Career Education projects, a .05 of .01 level was established at a level of significance.

All of the tests run on the experimental group demonstrated a statistically significant ($p < .10$) growth in reading and math. In addition to a total reading and arithmetic scores, scores were obtained on vocabulary, comprehension, computation concepts, and applications.

Analysis of covariance revealed no statistically significant differences between the gains of the experimental comparison students except for a difference, favoring the experimental group, in Arithmetic Application.

Highly positive attitudes toward the program were reflected by students, parents and employers. The experimental students gained significantly in career maturity and attitude toward school.

Indications were that useful data should result from the evaluation of the 1974–1975 program because a true experimental design was implemented and, for the first time, students were randomly assigned to treatment and non-treatment groups. Data were not available in early October, 1975.

Northwest Regional Educational Laboratory made an evaluation of students in another Experience-Based Career Education program. Using the subtests of the Comprehensive Test of Basic Skills, as pretests and posttests, evaluation was made in the areas of reading and math. A statistically significant gain in reading was shown by students in the experimental group; the gain was not statistically different from that shown by the comparison group. On a newspaper-reading exercise designed to assess the applied reading skills of a sample of students, statistically significant growth over the year was demonstrated.

Individual study, individual tutoring, and application of skills in practical situations were all employed to help students increase their ability in mathematics. Scores on the math subtest of the CTBS showed that students in the experimental group made a statistically significant increase in their scores in this area. EBCE students on the average increased their grade equivalent scores .7 years. This compares to a decrease of .1 grade equivalent shown by the comparison group.

Through the administration of the Iowa Tests of Educational Development on a pretest-posttest basis the Far West Laboratory sought to determine the effects of an Experience-Based Career Education program on thirty-six students at the tenth-, eleventh-, and twelfth-grade levels. The tests were given to students in the experimental and to control groups and comparison groups from the Oakland Public Schools during November and May of the 1973–1974 school year. Grade-score equivalents were used in the analysis of the data.

Analysis of covariance of the math and reading scores for the two groups indicated that, even though the experimental group had a greater average change on the math test than did the control group, the difference was not significant. On the reading test, the regressions of the May scores on the November scores were significantly different at the .10 level. Thus, there was no accurate test of the significance of the difference in means.

A positive change in writing skills was observed by more students in the experimental group (38%) than in the control group (14%). Writing samples were collected from the experimental group at the beginning; samples were not available from a control groups. Writings of the Far West School students were collected at the end of the school year and judged with respect to three characteristics: mechanics of writing, effectiveness of communication, and maturity or logical thoughtfulness. Four experienced test readers refined the draft definitions of each of the three characteristics and described a five-point scale in each area. For purposes of estimating the reliability of the ratings assigned for a given characteristic, there were eight ratings for a particular student (four raters for pretest scores and four for posttest scores). This yielded six interrated correlation co-efficients for the pretest and six for the posttest. The Spearman-Brown Prophecy Formula was applied to the median correlation co-efficients. The estimated reader reliability of the average ratings for each student on the Mechanics and Effectiveness scores were quite high. The reliability of the Thoughtfulness score was not high, but the score was used because no data were available for a better measure on the important characteristic.

The distribution of the differences in individual scores on the pretests and posttests showed that the percent of students whose written communication scores increased by more than one standard error of the difference was much higher than would be expected (16%) if there had been no increase for the group as a whole. Approximately 55% of the students showed a significant increase in Mechanics and Effectiveness, and none of them showed a significant loss in these skills. Two students showed a significant loss in Thoughtfulness and 41% showed a significant increase.

In summary, a large proportion of Far West School students showed increases in their writing skills that were both statistically and educationally

significant. This was the only study reviewed that included an evaluation of students' compositions.

In a final evaluation report on Experience-Based Career Education, Appalachia Educational Laboratory reported that the ninety-two EBCE students did as well as the comparison groups on scholastic growth. Data sources included the subscores on Educational Development Series (EDS) and Iowa Test of Educational Development (ITED). All of the students were given EDS during the fall of their eleventh-grade year and the complete battery of the ITED upon entry into the EBCE program and again in April. Comparison groups were not given the ITED.

A multivariate analysis of variance was used to compare the EDS pretest mean scores on the six subtests over the three groups of students (EBCE, Coop and randomly chosen). The resulting F value was found to be significant at the .05 level ($p < .05$).

A visit to the offices of Development Associates and perusal of An Evaluation of Vocational Exemplary Projects did not produce data pertinent to the specifications of this paper. The evaluation report did contain the evaluators' commendations of the United States Office of Education and especially the program staff of the Department of Vocational Technical Education for actions taken to improve both the content and the management of federally-funded programs. Some of the evaluations reviewed in this paper are of programs conducted during the 1973–1975 school years under the revised management procedures.

CONCLUDING STATEMENTS

In his analysis of the lifelong process of vocational development, Havighurst (1964) has identified the second stage as "Acquiring the Basic Habits of Industry." Learning to organize one's time and energy to get a piece of work done (school work, chores) and learning to put work ahead of play in appropriate situations are aspects of the stage. Assuming that good work habits are possibly correlated with academic success in today's schools, attention is called to data produced in the McKeesport, Pennsylvania Schools.

An indicator of student success in the career education program there was the shift in type of student activity. Time devoted to planning activities increased 14% ($p < .05$) and 16% ($p < .01$) more time was spent by students in implementation. Although 8% more time was spent in evaluation, the increase was not significant. Statistically significant ($p < .01$) was the reduction by 38% in the amount of time spent in non-productive activities. The categorization of the students' behavior was based on Time series sampling by multiple observers not involved in the treatment. Additional emphasis upon problem-solving and critical-thinking abilities was given through the career education program.

Assessment of many programs included information concerning the improved self concept or self esteem of students. The final report of the research and development career education project in Raleigh, West Virginia (1974) cited relationships among self concept, ability and achievement. Results of the study showed that for seventy-two students at the third-grade level, self concept (as measured by the Self Observation Scales) accounted for 13.5% of the variance in predicting ability and 21.2% of the variance in predicting achievement (as measured by the Education Development Series test battery). These findings were consistent with the research of IBE, Inc., which indicates that self concept is a major contributor to achievement and is a construct distinct from ability (Klaus, 1974).

Seventy-seven percent (77%) of the teachers in the Sacramento Unified School District indicated that career education greatly increased pupil motivation for class work. Sixty-three percent (63%) said that pupils were more interested in school projects as a result of career education. Similar support was given by teachers in Richmond, California, as well as in many other locations.

If students have good feelings about themselves and positive relationships with others, school achievement may increase. Hoyt (1975) points out that positive relationships have been established between productvity and reduction of worker alienation. He maintains that educational productivity—increases in academic achievement—should result if worker alienation is

reduced among students and teachers. Many of the techniques and strategies of implementing career education programs are aimed at reducing worker alienation among students and teachers.

Evaluations of a number of school-based career education programs reflect satisfaction of students, parents, educators, and other community members with the goals, activities and results of the implemented programs. Continued support of the exemplary projects, expansion of pilot-school programs to encompass entire school systems or countrywide units, and records of community involvement are described in reports. These "soft data" and numerous other supporting materials appear to reflect the information needs of many educators at the local level. Reading the wording of program goals and objectives, one might infer that local planners concurred on a basic assumption that academic achievement would not be impeded by making the curriculum more relevant to the world of work and emphasizing the career development and guidance of children and youth.

Communication of goals and objectives or programs to educators at various levels is essential to evaluation. The Union County, North Carolina (1975) study included a recommendation that teachers be encouraged to devise activities with specific objectives in mind for their instructional units and lesson plans. The failure of the middle school students to outscore the control students "indicates that the objectives as understood by the evaluators are not consist with those of the lab teachers."

Parties involved in programs do not always communicate among themselves their separate criteria for acceptable evaluative data. Different levels of evidence of the efficacy of career education are acceptable to people functioning in various educational roles. Information considered to be most useful is not always that which is rigorously obtained. Support to the two foregoing statements is given by examination of the variety of materials sent in response to requests for hard data to be reviewed for this paper. The materials are listed in the bibliography.

Commissioner Bell (1974) has stressed the importance of maintaining the grass-roots-level initiative for career education. An aid in balancing federal and local support may be the development of innovative evaluative procedures that can result in assessment information needed at state and national levels as well as in data that is useful at the local level.

Although this paper does not represent an exhaustive review of evaluations conducted, it does, to the greatest extent possible, contain reviews of studies currently available. Indications are that the evaluations of many 1975–1976 programs may contribute substantially to the knowledge now available concerning the interrelationship of career education and academic achievement. Soft data have indicated that positive changes in the self concepts and work habits of some students have taken place. Follow-up studies, indeed, may net more hard data that career education can aid the development of students' acquisition of the fundamental skills—reading, writing, and arithmetic.

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Dr. SHERTZER. Thank you, sir.

Here, I would like to comment on 4 underlying problems that led to our 13 recommendations:

First: Our council feels strongly that the bill should, to the greatest possible extent, accurately reflect the nature, goals, and methods of career education as they currently exist. Suggestions numbered 1, 7, and 12 speak to this matter. We believe it essential to recognize career education as a collaborative effort aimed at educational reform. That reform is aimed at helping individuals better understand and capilalize on relationships between education and work. We believe our suggestions for change will help further this aim.

Second: Our council recognizes that, as a collaborative effort, career education asks a wide variety of persons, both within and outside of the formal education system, to play key and crucial roles. It is vital that these roles be coordinated in ways that emphasize how much help accrues to the student, not who receives credit for supplying help. Large parts of suggested changes numbered 6 and 7 are concerned with bringing a good balance to these roles.

Third: We see several potential problems, both at the Federal and the State level, in administering H.R. 11023 as written. These problems have prompted our suggested changes numbered 5, 8, 9, 10, and 11. We very much hope that each of these suggestions receives serious consideration.

Fourth: We also see what appears to us to be a number of problems with respect to implementation of this bill if it becomes law. We consider the need for this legislation too great to run unnecessary risks with respect to implementation problems. These concerns have prompted us to formulate suggested changes numbered 2, 3, and 4.

While we felt it inappropriate to raise as a suggestion for change in this bill, the National Advisory Council for Career Education wishes to emphasize that, as written into section 406, P.L. 93-380, both the Office of Career Education and the National Advisory Council for Career Education are due to expire in 1978—2 full years prior to the time this bill is to be in effect. If the Office of Education and the National Advisory Council for Career Education are to play the roles outlined for them in this bill, either section 406, P.L. 93-380 will require amendment or provisions must, it seems to us, be inserted in this bill.

We are very pleased that this bill, as written, allows for the continuance of career education demonstration projects under provisions of section 406, P.L. 93-380. If this bill becomes law, we shall urge the Offices of Career Education to concentrate its demonstrations largely at the postsecondary level. By so doing, we hope we will soon be ready to make recommendations with respect to implementation readiness at this level.

The National Advisory Council for Career Education wishes to express its strong suport and endorsement of H.R. 11023. We firmly believe that our suggestions for change will make it an even more valuable piece of legislation. We urge the subcommittee to incorporate our suggestions for change into final wording of the bill and seek its quick enactment in the Congress.

Thank you.

Chairman PERKINS. As I understand you, then, you are supporting the bill that has been introduced with the suggestions that you have made before the committee here on this date?

Dr. SHEETZER. Yes, sir. That is true.

Chairman PERKINS. Would you care to ask a question, Mr. Quie?

Mr. QUIE. No; I would like to warm up first.

Chairman PERKINS. All right. In the meantime, we will hear from Dr. Marland, and after that from Ms. Jeanne Werschke.

STATEMENT OF SYDNEY P. MARLAND, JR., CAREER EDUCATION CONCEPTUALIZERS

Dr. MARLAND. Thank you, Mr. Chairman.

With your permission, I would like to invite a number of people who have shared in this statement to join us at the front of the room. Their words are part of this statement. Regretably, our statement was only finished early this morning and the weather did not permit all of the secretaries to get at it as promptly as they might have, but it will be delivered to you within minutes, if it has not been already. It is about to be brought over here from the typing room where it was done this morning.

If it is proper, I would like to call your attention to a number of people in the room: Bruce Shertzer, to my right, whom you have heard from. Also Dr. Donald Super, of Columbia University, who is here; Mrs. Barbara Preli, of Louisville, Ky., counsellor and teacher in the Jefferson County Public Schools; Dr. Edwin Herr, Pennsylvania State University; Ms. Ross Henderson, from Frankfort, Ky.; Dr. Robert Taylor, is absent this morning on another mission; Grant Venn, Callaway professor of education, Georgia State University, University Plaza; and Dr. Melvin Barlow also had to be absent this morning, but these people did indeed share in the preparation of this statement throughout yesterday.

Now I am coming to my statement, Mr. Chairman and members of the committee.

This statement reflects the combined judgments of several individuals assembled yesterday, February 1, under the auspices of the Center for Vocational Education, Ohio State University, under contract with the Office of Career Education in HEW. The members represent theoreticians and practitioners who have dealt in depth with the career education concept over recent years. Their names are appended and you will find them in the testimony, and they will be familiar to many of you. A number are present in the room, as you have noticed, and will be pleased to entertain cross-examination on H.R. 11023 at the subcommittee's pleasure.

We are grateful for this opportunity to be heard on the enormous implications of the legislation you are now weighing. We respect, and take seriously the chairman's invitation to offer constructive counsel on the details of the proposed law. Some of our advice to you will be relatively minor and technical; some will be substantive and substantial.

First, we are agreed, Mr. Chairman, that this legislation is wise; that it is timely, and that if passed and funded it will bring about affirmative and needed change in the elementary and secondary schools of America. We also believe that by and large the schools, the students, and the public altogether in our land are ready for this new dimension of teaching and learning, and that adequate foundation work in research, development, and demonstration has been accomplished, sufficient to warrant the bold new authorities implicit and explicit in the proposed Act.

We regret that the exigencies of the legislation calendar have precluded attention to postsecondary education in this formulation. Believing that the concept of career education cuts across all levels of schools and colleges, and all ages of our citizens, we trust that the committee will be considerate and mindful of the present exclusion of postsecondary and adult education from the scope of this bill, and will find ways to share in the redress of that condition, as time passes.

Our comments on the bill fall into two general categories: (1) specific suggestions pertaining to present language, page by page; and (2) generalizations suggesting to the committee further development of the bill in categories not now covered in the language.

PART I—SPECIFIC SUGGESTIONS AS TO LANGUAGE

1. Purpose [Substitute for section 2., page 1]

We suggest this new language in the full section, as follows:

Career education addresses the theme that declares formal learning not to be properly separable from the uses of formal learning in the development of our people through our schools and colleges. In recognition of the primary place of work in the lives of virtually all people in our society, this act provides for the development of learners in a context that values work, acknowledges its diversity, and the need for learners to be informed about work, choose, plan, and prepare for it, and to ready themselves for satisfying and productive lives, of which work will be a large part.

Accordingly, it is the purpose of this act to assist States and local educational agencies to develop and implement plans and processes for establishing career education in our elementary and secondary schools. The act provides for the installation of educational programs related to career and occupational awareness, exploration, decisionmaking, planning, and preparation for a life of work. In this context, work may be fiscally compensated or compensated through other rewards and satisfaction. Work as it is defined in this act serves both the individual and society.

That is the only passage that we suggest a revision in detail. Other comments will be more general.

2. Authorization [page 2, line 11]

We support the descending scale of funding proposed in the bill, but recommend that the 1979 and 1980 level of funding be no less than 50 percent of the initial funding, or $50 million, for reason that any lower figure than the $50 million level is insufficient when distributed, to have an impact upon the 50 States and territories, even after the 2 or 3 years of progress. We suggest, further, that over time, following the first few years of categorical funding, consideration be given to establishing set-asides from existing Federal authorizations—for example, Title I, ESEA: Handicapped Education, Library Support, et cetera—to sustain the effect of career education within existing program authorizations and appropriations.

We suggest further that the act provide for the appointment of an external panel by the President in 1979 to assess the effect of the act, and to recommend further legislation or suspension of the proposed initiative, no later than the expiration of the authorization in 1980.

3. Page 2, line 22

We suggest the insertion of the phrase "funds made available by the Congress" for expenditure, et cetera, to insure that the intentions of the act are carried out without delay. Such delays sometimes derive from prolonged periods of deliberation over the publication of regulations.

4. Page 6, lines 15–25 and top of page 7

We applaud the language of the bill which primary responsibility and authority in the States' jurisdiction, However, we urge the

correction of present language which appears to put unnecessary restraints upon local district initiative. We would remove all references to program activities stratified by grade levels. More emphatically, we would remove the implication [see line 15] of competitive grants to local districts. Rather, we would urge that the initiative reside in the State to stimulate, provide technical assistance and leadership to insure that all local districts are served by the act, and that no child or other learner is excluded from the provisions of the law for lack of local initiative, expertise or will.

Page 6, lines 24 and 25, et cetera: We suggest that the provision or support of guidance and counseling be separated from the large and extremely important new function of occupational placement, and that a new item (iv) be added as follows:

> Develop and implement a program of continuing education and occupational placement throughout the local school system, drawing upon the resources of industry, labor and business as well as the school staff to affect this reform * * *

Further, we suggest such language as the following to amplify or modify the language in lines 15–25, page 6:

> * * * develop programs for the in-service education of teachers, counselors, school administrators, and other educational personnel, aimed at helping them understand career education, and to acquire the competencies essential for carrying out their role.

This change is intended to afford a comprehensive flavor to the inservice development activities, as distinct from the original language which appeared to afford different levels of inservice attention to the several categories of professional staff. We urge that the several categories function remain identified, including the proposed placement function.

Page 7, lines 13 to 15: We urge that this passage take greater account of the strategic importance of counselors in the career education process, beyond the modest implications of the phrase "acquaint them with the importance of career education." In this section we would add support staff to counselors and suggest staff be developed for the difficult task of inspiring and leading their coworkers toward the concept of career education and its implementation, and equip them along with administrators for establishing career education programs at the local level.

Page 6, lines 15 to 25, again: We see the bill as it now reads suggesting an either/or approach to the several tasks prescribed for LEA's, under item C, page 6. If the language is retained substantially as it is, not withstanding the foregoing suggestions, we propose that the word "and" be inserted between the several—now four—categories of funded activities. It is our intent in this suggestion to call attention to the wholeness or comprehensiveness of the career education process, as distinct from what might be misperceived as piecemeal or fragmentary approaches to the staff development task.

Page 7, lines 16 to 18: In a similar vein we urge that the law provide for the strengthening of the leadership in the school system beyond "acquainting" administrators and board members with career education.

Page 8, lines 1 to 12: The requirement of a State distribution formula designed to afford added financial benefits to disadvantaged and other children is sound. We suggest that to simplify the administrative process, the law provide for the distribution of funds as now prescribed in ESEA, title IV–B ,which addresses the same intent.

We think from the page by page suggestions, I come now to some concluding general observations, Mr. Chairman and members of the committee.

PART II, GENERAL COUNSEL TO THE COMMITTEE

One: As noted earlier, we urge the committee to keep in mind the implications of career education for postsecondary education. The present language of the bill makes uncertain reference to grade fourteen, implying authorization of grants to 2-year colleges. However, the act appears to be intended, through its title and delivery mechanism to serve the K–12 spectrum as now written. This ambiguity should be corrected. But the need for career education assistance to all higher education, including adult education remains unattended by this act.

Two: As a generality we urge the committee, throughout the language of the act to perceive career education as a comprehensive concept, affecting all learners, and all learning. We suggest the act avoid implications of stratification of activities by grade levels—as on page 6—or imply that career education is an "add on" to existing programs. We see career education as a reform process, calling for the infusion of work-related outcomes and utility wherever feasible in the total system of teaching and learning.

Three: The community, industry, labor and business are essential components of career education. We suggest more explicit attention in the act to the need for engaging these forces in the implementation of career education.

Four: We endorse the present language which sustains the research, development and demonstration capacities in the National Institute of Education and the Office of Career Education. But the new changes placed upon the Office of Career Education by this act will substantially enlarge their personnel needs to fulfiill the tasks. We recommend explicit language in the act to provide sufficient manpower in the Office of Career Education to perform the greatly enlarged mission. The National Advisory Council for Career Education has worked since its inception in April 1975 without assigned staff.

Five: Finally, we suggest the act include concrete criteria for the evaluation of career education progress at State and local levels. Reference is made to a useful listing of outcomes which are adaptable to the evaluation techniques. See pages 10 and 11 of the Policy Paper, U.S. Office of Education, "An Introduction to Career Education," 1975, copy attached.

[Policy Paper appears on page 6 of May 20th hearing on Career Education.]

Thank you, Mr. Chairman. The panel members who shared in this statement, and whose names appended, will be pleased to respond to questions.

Chairman PERKINS. Let me just ask a question, Dr. Marland. I certainly want to compliment both you and the previous gentleman for excellent testimony.

Could you give us your views on whether it is time to have a broad scale implementation of career education or do you feel that we should experiment further and spend lesser sums of money on demonstration projects before we fully implement a career education bill?

Dr. MARLAND. I feel very strongly, Mr. Chairman, that the schools and the counties, that the students, the taxpayers are ready now to move into the implementation of career education. There has been developmental work both in the R. & D. sector and in the demonstration sector now for nearly 5 years.

Now, I do not think that the R. & D. or demonstration work should be halted. It should be turned to new directions in territory not yet plowed, such as the postsecondary and such other domains, the handicapped, et cetera. But I think that we have enough evidence and enough splendid testimony of the effectiveness of this program in the places where it has been effectively installed to make it clear that it is a concept ready for broad dissemination and installation.

Chairman PERKINS. As a youngster I attended the Hindman Settlement School, and we had what may be referred to as career education, but in a much narrower sense, not as comprehensive. We had, for instance, industrial arts, manual training and different courses that were oriented for jobs because the mining communities were growing rapidly in those days, and we commenced taking those courses as a requirement in the third grade. And we were taking mechanical drawing by the time we got through the 8th grade, 9th or the 10th grade. And the ladies, of course, they did not have all of the jobs that they have today, and there were not as many women working back in those days. They were mostly house mothers. But we had many concepts involving their outlook, and they got some experience in merchandising besides homemaking and cooking and all of those other things, which again began down in lower grades and did not wait until they got to the secondary level. So I have always been a great believer and a deep believer that if the child gets exposed to comprehensive programs that he or she wants to do for a livelihood.

In looking back upon those occasions, we had so many dropouts in the 10th grade because back in the early twenties or the mid-twenties, the boys that were completing those courses, manual training, would drop out and go into the mining communities and be first-class carpenters, and help pay for their brothers and sisters to go to the Hindman Settlement School.

I do not see anything going on in this age today like that type of training, and we had all types of training in the trades and crafts when we were in the elementary grades, and going out on the actual job in the area of carpentry. And I am just wondering whether your

concept, of course much broader than what I have disclosed, would be the same? Am I correct?

Dr. MARLAND. Let me respond by saying, Mr. Chairman, that the concept that we are advancing, and which your bill truly reflects, is not new. And here and there across the world there have been isolated useful illustrations such as you have offered. We would like to institutionalize this process in a way that we believe to be beneficial to all young people as well as adults, and to make it more systematic through the Federal initiative, installation and discipline and the corresponding evaluation, research, devolpment activities that were put in place some of the ideas that you have cited from your own education.

Chairman PERKINS. Thank you very much, Dr. Marland. We are delighted to welcome you back again.

Dr. MARLAND. It is a pleasure to be back, Mr. Chairman.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. Welcome. Glad to have your testimony, Sid. And I would say that to me you are the originator of this concept, or at least responsible for putting it on the lips of educators all over the country. In your other answers you have said that it is going on all over various places, and so you undoubtedly saw some of this occurring in these places and then you began to speak on it. But anyway, I look on you as the father of the concept.

One of the things that I have talked to the Chairman and others about is my hope that career education will always be a concept rather than a program. If it is a program then you could have the academic courses going on here, vocational education up there, and then career education over here. And I note there are even some people in vocational education looking on career education as just another name for what they are doing and they would like to capture it. These people are more on the defensive than those on the academic side, saying they have been in career education all along and what they are doing is career education, and they ought to handle it. And then the vocational educators say, you know, if you just put it in the academic education it will be what they did before, and it will not really get at career education.

Could you address yourself to these comments and give me your thinking now as it has developed through the years?

Dr. MARLAND. Well, let me remain innocent of the charges you have put upon me as being one of the originators of the idea, Congressman Quie. I remember that the enactment of the Elementary and Secondary Education Amendments of 1972 carried some of your own very rich language that spoke of infusion in the system of education of occupational opportunities and development. So, indeed, there were many authors of this idea, not the least of which was yourself as well as Chairman Perkins.

Let me go on to say, however, that I am mindful of the confusion which you describe as to the implementation of career education and the different ways in which it is perceived. There is a short answer to your question, and I think that I included it perhaps inadequately in the language in my testimony that says that it is

not a program, it is not an add on, it is not a different set of learning requirements. It is a comprehensive infusion of the utilitarian uses as well as the philosophic and psychological uses of work as it is as a valuable outcome for virtually all learning. It modifies the system, it does not replace it, it does not add on to it. It is a reform that suggests that the purposefulness of learning be known to the individual, and that his control over his own destiny through learning plays a large part in motivating him to excellence in whatever he chooses to do.

So it is not an add on, it is not a separate program, it is a concept, as you have suggested, and it is in that context that our testimony has been offered.

Mr. QUIE. I was listening in that context also to the amendments that you recommended. I concur with your thinking on those amendments to the bill which will remove the areas where it looked like it may have been going to the programmatic concept. The bill would keep the infusion of these ideas and of that vision, and the aspects of education that are ongoing presently.

Dr. MARLAND. We have made the observation in the past, Mr. Quie, that if career education is truly what some of its architects would like to see it be, that it will no longer require a name or a separate program after a period of time, and that it, indeed, would modify education altogether, and would cease to exist as a separate entity.

Mr. QUIE. The next question I have, and perhaps Dr. Shertzer may want to respond to it as well, but I will ask you first, Dr. Marland. In the recommended changes made by the Advisory Council for Career Education, there is a recommendation that we change this to include grades 13 and 14, as I understand it. It has always been bothersome to me when we have something that comes from kindergarten through grades 12 and 13; it sounds like a vehicle to bring about universal education and mandatory education for everybody through grade 14, whereas now it is through grade 12 in most States. I would like to have your reaction to that recommendation.

Dr. MARLAND. Perhaps Dr. Shertzer, the current chairman of that council, would want to respond to that, since it was in his testimony.

But let me just comment briefly. I was a little puzzled as to the intentions of that language in the present act, including grades 13 and 14, because those two grades appear to be separate from the delivery system which you have prescribed and, therefore, I suggest that some kind of treatment be given to reduce what appears to be some ambivalence in the present language. And perhaps Dr. Shertzer would have a better answer than that.

Dr. SHERTZER. I do not know that it is better, but our own interim report suggested that for the present or for the coming legislation it really should be confined to grades 1 through 12, and at the same time we recognize that there are many who believe that we are ready to go in terms of higher education, and community colleges and so on. But we, the council, believe that the present language should be aimed particularly at grades K through 12.

Mr. QUIE. And your recommendation is that we not go to 13 and 14 at this time?

Dr. SHERTZER. Yes.

Mr. QUIE. I see. So you are really in the same——

Dr. MARLAND. Mostly, Mr. Quie, because the delivery system is very clumsy if it endeavors to reach those two added grades in most States where they are under the jurisdiction of the local school district where the moneys are to be delivered.

Mr. QUIE. And you get into much more controversy when you get into the postsecondary education?

Dr. MARLAND. That is correct.

Mr. QUIE. In trying to bring the idea, the concept of career education, there may be problems with postsecondary educators because they feel they are involved in career education totally. And if you ask people in postsecondary education if they have a concern at all with regard to their program graduates securing jobs, they invaribly have that concern; whereas in elementary and secondary schools there is a tendency, not as much now, but there is a tendency for the teaching profession not to be concerned They feel somebody is trying to impose something on them for them to be concerned about the jobs the graduates of those schools end up with.

I recall talking to a group of people, about 250 people, who were joined together to lay out plans and discuss education in the 1970s. I believe it was either 1969 or 1970 that I spoke to them. And after I was through running out the idea of career education, really, as the responsibility that people should have, as I put it, I said that I thought that the superintendent should be as aware of the graduates of last June who had jobs as he presently is aware of those who are going to college. And after it was over, the moderator asked them, "You listened to Mr. Quie. How many of you feel a responsibility for your students securing jobs after they finish high school?" And five hands went up. I made a mental note of those five people and went back and talked to them afterwards, and found out each of those was in vocational education.

He then asked, "Ten years from now, at the end of the seventies, how many of you think you will or should have a concern?" Out of the 250, only about 20 hands went up. And to me that indicated the general education concept that goes on in elementary and secondary schools. There was a host of people that did not feel that it was their responsibility that a person should ever have a job. The moral of it was they saw their responsibility evidently to prepare students for life, whatever that was, or prepare them for the next step in their educational process, which means that if you are successful, everybody who goes through would end up with a doctor's degree from postgraduate courses. And that is why I am keen on the idea of making these further steps so the Federal Government will stimulate the thinking of State departments of education. They, in turn, will go down through the administrative units and the professions themselves to look at career education.

And as I read over Mr. Perkins' bill, as I said, while I think your amendments are extremely good, I think that he has really captured

the meat of assistance here that would be beneficial to your entire education system, which means for those young people who will be finishing the 12th grade.

Dr. MARLAND. I agree with you, Mr. Quie, and have suggested in our testimony even some strengthening of the good language already in that act, and that bill, which calls attention to the occupational placement function by separating it from solely the counseling and guidance function, even though it may be performed by guidance counseling personnel. It should be a systemwide responsibility. And we asked that it have a more permanent place in the legislation, I think consistent with your findings as to the attitude towards placement. And I do not limit that solely to the 12th grade or the leaving age in high school. I count it as equally important or perhaps more important right now in colleges and universities.

Mr. QUIE. Yes. That is where a lot of your turmoil is going on at present.

Thank you, Mr. Chairman.

Chairman PERKINS. The bill that I introduced provides $100 million for 1978, $75 million for fiscal 1979, $50 million for fiscal 1980, and $25 million for fiscal 1981, so that the program will not be a permanent program. It is meant to help the States change their general education program.

Do you agree with this concept or do you agree that the funding or the proposal that I introduced is adequate in that regard?

Dr. MARLAND. I agree with the concept, and I think it is an imaginative way to point to the need for generalizing career education into a system, and having a beginning and then have an end.

Chairman PERKINS. Yes.

Dr. MARLAND. I do find that your period of time is probably shorter than reality will call for, Mr. Chairman, and I would suggest, as my testimony indicates, that reducing to the $25 million level at the end of that 5-year period is lower than I think it ought to be. And I would suggest that 50 percent of the costs be continued at least no lower than $50 million, or 50 percent throughout the 5-year period. And you will also note that I suggested a very thorough assessment be made at that time to see what the next step should be.

But in principle I do applaud, and our panel of judges who have looked at this over the past 2 days applaud the theory of a deliberately reducing funding level.

Chairman PERKINS. Mr. Pressler?

Mr. PRESSLER. Yes. Thank you, Mr. Chairman.

I have a couple of general questions. The first is somewhat philosophical. Frequently one hears from teachers or university professors that the main thing to do is to give someone a good basic background in education, in the liberal arts, or whatever, and once they graduate then from there on it is up to them to further pursue their goals in the world and so forth. This line of thinking seems to feel that our society is changing so quickly that if you put sort of a career education criterion on, we might be training people in a mode of thought for jobs or job thought patterns that are obsolete when they get there. How do you respond to that?

Dr. MARLAND. Well, Congressman Pressler, you have illustrated very usefully I think one of the points that the chairman made earlier, that there is, indeed, a distribution between vocational education and career education, both of which have their place in this concept that we are describing today.

Career education would not necessarily be constrained as to a given vocation. It has to do with the total development of our people, to have attitudes, to have readiness, to have compatibility with work altogether. Indeed, some of the models or clusters of work activities which were developed in the early parts of this exercise deal, let us say, with the health sciences, of which there are thousands of occupations available to young people, some of which will, indeed, be obsolete, and some of which will, indeed, be added to, new occupations even in the short years ahead.

But the interest of a young person growing up in the career education mode in school will sensitize him to all of the health occupations if that indeed is the direction in which he wants to go, not as a narrowly focused craft within the health profession, but broadly so that he has mobility, self-confidence, a psychic reward in that domain so that he is not trapped in what you describe as the very likely obsolescense of many categories of work.

Mr. PRESSLER. Now, for example, let us take an English class, which is probably the hardest to illustrate, or maybe it is not, but in any event under career education orientation, and perhaps a teacher would emphasize the need to learn to use good English in probably all career fields. But what other things other than that would you supply to English teachers?

Dr. MARLAND. In other words, how would English have infused in the curriculum opportunities for relating English to work?

Mr. PRESSLER. Yes.

Dr. MARLAND. Well, let me draw upon some realistic analytical illustrations that I have observed. In third grade, where young people in the third grade have invited in various types of members of the community over a period of time to come in and talk about language arts and how do you use language arts in your life, arranging for the policeman, who is charged with clear speech and diction on the radio in his car to an ability to write carefully the description of an accident or a crime, and he must do so with clarity. I am speaking now of a policeman in a singular way, and who made a tremendous impression upon these young people. His spelling had to be right, he had to have clarity of manuscript and so on, and then you could go on through the school of other occupations, the nurse, and the nurse's need to write; the engineer who had to write to describe his experiments and his specifications, et cetera, so that a creative teacher, Congressman Pressler, will discover throughout the community, throughout industry and labor, people pertaining to virtually all of the formal learning, including the liberal arts which you describe, which have meaning in the lives of people and give purpose, especially for young people in terms of their own motivation to learn.

Mr. PRESSLER. Now, I note occasionally here in the literature it mentions the old, the elderly, the senior citizens. How would this apply to the senior citizens?

Dr. MARLAND. How would it relate to the elderly?

Mr. PRESSLER. Yes.

Dr. MARLAND. You will note we have urged the committee to think ahead, not in this law, because I think this law is necessarily constrained to elementary and secondary education, but we do feel very large need out there for attention to the adult learner, especially the midcareer person or the person perhaps at the end of an occupational career, the need for counseling particularly at the postsecondary level and counseling of two kinds: One, to help that person renew himself altogether, the woman or the man who chooses to go back to learning in a formal way, much of it in the university, a great deal of it in the community colleges to continue to grow and be useful. But that person is uneasy about going back to that institution and needs the companionship of a counselor to think about his life. And the other side of it is truly the necessary career development in a new occupation, where again counseling becomes crucial, and where the facilitation of access to institutions becomes the role of the career education person, whether in high school or whether in the community altogether or whether in that higher education institution makes it very evident that that elderly person is welcome there, and that they are at ease, because to get in that is needed, and that is part of our urge, to be open to question of postsecondary education, especially for the midcareer and other adult learners.

Mr. PRESSLER. Just one final question. How would this program that we are studying, that has been proposed, be implemented in some of the smaller schools in our rural districts? For example, in my district we have a lot of high schools where the total 4-year population is 90 to 100 students. We have five or six teachers in each of these high schools. How would we implement this program in those rural areas?

Dr. MARLAND. Well, it will not be easy at least as apparently simple to provide let us say work experiences for 1,000 high school students in a rural area as it would be in a community, a large urban center. However, we have to acknowledge, happily, that in many, many urban areas young people already are well engaged in career development on their own on farms, and we wish, I wish that many, many more were. And this is a deficit in our urban environment where most of our children live.

On the other hand, there is good logic in providing the mechanism which you may want to consider in this act for having communities consolidated for their career education services, including counseling, including job experiences, including opportunities to get a critical mass of young people together who are in rural or in largely dispersed populations to allow for the construction of consortium of small school systems to carry out some of this work. And we would, I believe, so urge the committee to consider that.

Mr. PRESSLER. Thank you very much, Mr. Chairman. I have no further questions.

Chairman PERKINS. All right.

Mr. Hall?

Mr. HALL. Thank you, Mr. Chairman. I have no questions at this time.

Chairman PERKINS. Let me thank you, Dr. Marland, for your outstanding testimony. We certainly are delighted to see you back here again, and it does not seem like very many years since you were around with us all the time.

Dr. MARLAND. I feel very much at home in this chair, Mr. Chairman. You have been very gracious. Thank you.

Chairman PERKINS. Our next witness is the State coordinator of career education for all of the States, Ms. Jeanne Werschke. You may proceed in any way you prefer, Ms. Werschke, and your prepared statement will be inserted in the record at this point, and you just go ahead.

STATEMENT OF JEANNE WERSCHKE, STATE COORDINATORS OF CAREER EDUCATION

Ms. WERSCHKE. Thank you, Mr. Chairman and members of the subcommittee.

Chairman PERKINS. We will be delighted to hear from you. Are you the State coordinator from Colorado?

Ms. WERSCHKE. That is correct.

Chairman PERKINS. Are you representing the other State coordinators?

Ms. WERSCHKE. Yes.

Chairman PERKINS. Go right ahead.

Ms. WERSCHKE. On behalf of the State coordinators, I would like to express our appreciation for affording us the opportunity to appear before your subcommittee. I would request that our prepared testimony, which you have received on behalf of the State coordinators, be made a part of the record and that we be granted permission to depart from the written testimony.

Chairman PERKINS. Without objection, that is in order.

Ms. WERSCHKE. Thank you, sir.

[Prepared statement of Ms. Werschke follows:]

STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION.

PREPARED STATEMENT OF MS. JEANNE WERSCHKE, SENIOR CAREER EDUCATION CONSULTANT, COLORADO STATE DEPARTMENT OF EDUCATION

Mr. Chairman and Members of the Subcommittee: On behalf of all state directors or coordinators of career education I would first of all wish to express the since appreciation of all of us for having been afforded the opportunity to appear before the Subcommittee in order to offer our remarks in support of HR 11023 and of career education in the United States. There are, or were in 1975, a total of fifty-five professional people such as myself in the fifty-seven states and extra-state jurisdictions who had been assigned the responsibility for career education efforts at the state level of education. We are pleased to have several of these in attendance today. With the permission of the Chairman, we would like to recognize them at this time. In

our opinion this group is representative of the geographical make-up of the United States, and at the same time is representative of the overall efforts that have been made on behalf of career education at the state level.

In addition to myself, Jeanne Werschke of Colorado, there are present the following directors or coordinators who incidentally would be happy to respond to questions from either the Chair and or the Subcommittee: Mrs. Anita Barber—Alabama, Dr. Saul Dulberg—Connecticut, Dr. Ross Henderson—Kentucky, Mr. Niel Carey—Maryland, Mr. William Weisgerber—Michigan, Dr. Phyllis Paul—Minnesota, Ms. Barbara Guthell—Vermont, and Mr. Walter Faulkner—Vermont.

It has been noted that directors or coordinators of career education exist in most of the states and extra-state jurisdictions. However, the fact that professional personnel have been assigned responsibilities for facilitating the adoption or implementation of the concept of career education in our schools does not imply an exclusivity of responsibility with regard to career education. Some of us who are here today do have such exclusive responsibilities; others of us have responsibilities in addition to those relating to career education in our respective state education agencies. Again, we would indicate that variance of this nature is typical of career education efforts at the state level.

As we are all aware, the concept of career education, as a response to a call for reform in American education, is a relatively new one in American education. Yet the growth of interest in the concept at all levels of educational goverance, has been phenomenal. At the state level of educational governance, where we function, the growth can be illustrated by a few facts and comparisons.

In 1968 one state education agency indicated the existence of a staff person with responsibility for career education. In 1975, seven years later, fifty-five states or extra-state jurisdiction indicated the existence of such a staff position.

In 1974, six states had enacted some form of legislation relating to career education. In 1975 fourteen states had enacted such legislation, and serious plans for legislation were evident in at least six other states. Also indicative and illustrative of the growth which had taken place is the type of legislation that has been developed in several of the states. At least one state, for example, has a "matching" requirement for local school districts which want to utilize state funds. Several states require comprehensive plans from both local and state educational agencies. In one state a broadly representative state advisory council for career education has been mandated, with similarly representative councils mandated for regional planning districts. In yet another state, legislation has required that standards for career education be set by the State Board of Education. We think this will serve to illustrate again some of the movement that is and has been taking place in career education.

In 1972–73, according to a survey of the states, approximately six percent of the nation's elementary students were involved in career education oriented programs. In the following school year, 1973–74, approximately 13 percent—more than double the preceding year's figure—of this same segment of the nation's learners was involved.

Today, as described by state directors or coordinators of career education who have been participating in a series of workshop type seminars during the past month, the percentage of learners involved in career education oriented programs would approximate a figure of from 25% to 35%.

These are but a few indicators of growth, and they are of course quantitative in nature. We as state directors feel that there also has been significant growth that is qualitative in nature. We have, for example, participated in several national workshops, or conferences where we have attempted to improve our competencies and to thus strengthen or improve the efforts made on behalf of career education.

It goes without saying that the growth, progress, and acceptance of the concept of career education has been due to a variety of forces and factors. We strongly believe, however, that much of it—the growth, the progress, and the general acceptance—has been due to the promise that the concept holds for helping all of us to better meet the basic goals and purposes of education. In addition, we believe that the concept of career education, when

infused into the on-going educational program, will enable the learner—the student—to have better opportunities to: Acquire the basic skills essential to all other learning; develop the ability to think in a rational manner; develop the ability to understand how wise choices are made; and develop those attitudes essential to a productive, rewarding, and satisfying life.

As state directors or coordinators of career education, we have, during the past few years, been concerned with finding ways of helping people, including members of the educational and business-industry-labor-professions communities to better understand both the concept and the promise it holds for helping all learners, but more importantly the young learners who are in our educational systems.

We have also been concerned with helping educators to identify ways in which the concept might be implemented in the school systems, the communities, and in our institutions of higher learning. Within our means, we have been actively involved in in-service efforts, in community efforts and other kinds of cooperative and collaborative endeavors—all designed to achieve an even broader base of understanding and acceptance of the concept of career education.

Additionally, during the past several years, we as a group have made conscious efforts to improve ourselves. We examined our own roles and functions at our first national conference in Dallas in 1974. In 1975, in Denver, we examined the broad areas of state leadership in career education, and developed some seventy-five recommendations which we felt would have to be addressed and acted upon primarily by us. Most recently, in our conference in St. Petersburg, we concerned ourselves with planning, evaluation and resources. At this conference, we also formulated and adopted a resolution concerned with legislation for career education. We would like to ask that this resolution, labeled "Attachment One," be inserted in the record of this hearing. In addition, at all of these conferences, we have had the opportunity to share our experiences with others.

Mr. Chairman, there has been growth, and there has been serious introspection on our part. We are proud of the accomplishments and gains that have been made. Yet we are quick to recognize that problems—inadequacies and outright deficiences—do exist. In the workshop seminars just concluded, state after state pointed out the need for broad-scale in-service opportunities for teachers and other members of the educational community. State after State has indicated that interest in career education, especially at the local operating level, has never been higher. Yet the problem of facilitating broad-scale opportunities for in-service programs stand in the way. Similarly, the problem of obtaining adequate and appropriate instructional materials serves to hinder efforts at both the state and local levels.

In view of the problems that remain with us, we are especially pleased that HR 11023 has been introduced. It holds the potential for ameliorating, if not solving, problems such as those mentioned as well as others which were only alluded to in our remarks.

As state directors or coordinators, we are especially pleased to know of the interest, at the federal level, in broad-scale implementation of the career education concept. We would again indicate that the readiness level of the individual states to begin such broad scale implementation is high. Funds for such purposes, however, remain limited. HR 11023, as it has been prepared would certainly provide the kind of assistance that is needed in order to replace competitive "seed money" for development and demonstration efforts.

We state directors and coordinators have been able to review and discuss HR 11023 with a variety of groups, including the federal legislative representatives in our own departments, our chief state school officers, local school district personnel, and representatives of institutions of higher education. As a consequence of these discussions, we want to state that we strongly support the intent and purposes of HR 11023. At the same time, Mr. Chairman, we want to commend you for your foresight and perceptiveness.

As we have examined the bill, we have noted areas in which some additional clarification or slight modification might be considered. In the interest of time, we have listed these in the appended section labeled "Attachment Two." Mr. Chairman, we would like to request that these recommendations be made a part of the record of this hearing.

Thank you.

[ATTACHMENT ONE]

STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION.

MEMORANDUM

To: National Advisory Council for Career Education.
From: David L. Jesser, director, CCSSO Career Education project.
Subject: Resolution adopted by State directors/coordinators of career education.

Whereas under an Act of Congress twelve distinguished citizens of appropriate and diverse backgrounds were duly appointed as members of the National Council for Career Education; and

Whereas seven additional members with the highest professional background and an interest in the development of career education were duly appointed as ex-officio members of the Council; and

Whereas the Council, under the leadership of its chairman, Dr. Sidney P. Marland, Jr., has undertaken the necessary studies, heard counsel from authoritative and knowledgeable sources and has carefully deliberated on its findings; and

Whereas in the short span of its existence since its inception in April 1975, this Council has already completed its first major assignment and delivered to Congress a series of legislative recommendations that are addressed to the immediate and pressing needs of career education; and

Whereas these initial activities of the National Advisory Council on Career Education reflect to a great degree the sentiments and thinking of the State Coordinators of Career Education and other State Leadership Career Education Personnel who have assembled at the conference; be it therefore

Resolved, That by unanimous vote this Conference is on record as acclaiming and commending the National Advisory Council for Career Education for its leadership and support in making career Education a major objective for the advancement of education in the United States and further: this assembly of State Coordinators of Career Education and other State Career Education Leadership Personnel wishes to extend its deep appreciation and sincere thanks to the National Advisory Council on Career Education for its deliberate efforts to procure relevant information from State Coordinators of Career Education and for the continuing dialogue and reporting that has been initiated by the Council.

St. Petersburg, Florida, November 14, 1975.

[ATTACHMENT TWO]

STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION.

RECOMMENDATIONS FOR TECHNICAL CHANGES IN HR 11023

Page 1, Line 11: Change "job awareness" to "*career* awareness." The word "job" is apt to be both restrictive and indicative of only one aspect of careers or career education.

Page 3, Line 9 and Lne 10: Change "seventeen" to "eighteen." The school population K–12 does include many people eighteen years of age.

Page 3, Line 24: Insert, following the words, "State board of education" the words "or state education agency." At least one state does not now have a state board of education.

Page 4, Lines 13–14: Insert after ". . . officer" the words "or other designated official within the State education agency who shall be responsible for working with all state education agency personnel, planning the use. . . ." The intent is recognized and commended. However, the mandating, as it were, of organizational structure might be counterproductive.

Page 6 ,Line 7: Change "grades one through ten" to "grades K–12." Career awareness and exploration should not be restricted to grades one through ten.

Page 6, Lines 20–21: Change "grades eleven through fourteen . . ." to "grades seven through twelve which involve career planning, decision-making, and work experience. These activities are more typically found in grade 7–12.

Page 8, Lne 11: Insert the words, "urban setting" after "sparsely populated areas." It is felt that some attention should be given to the plight of the urban as well as the non-urban district or area.

Page 11, Line 18: Add, following "act" the words, "and for the support and facilitation of national leadership efforts in career education." It is recognized that the office of Career Education does function in a leadership role. It is also recognized that national efforts not housed in the office of Career Education will greatly assist in broad-scale implementation.

Page 3, Line 10: Add after "States," the words "However, no state shall receive less than $75,000 for purposes of administering provisions of this act." Under a straight percentage type allocation some states would not receive sufficient funds to implement the various provisions. In the opinion of the coordinators, a minimum or base of $75,000 is needed for the smaller states.

Ms. WERSCHKE. Also at this time I would like the other State coordinators that are present, with your permission, to come up and be seated in the front row, if possible.

Chairman PERKINS. Fine. Just go ahead and call them up, and if you want, have all of the State coordinators come on around.

Ms. WERSCHKE. We do not have all 50 here.

Chairman. Perkins. All right, fine. We will let them identify themselves, or you can give their names, Ms. Werschke. Why don't you identify yourselves briefly and the State you represent.

Ms. GUTHEIL. Barbara Gutheil, of Vermont.

Chairman PERKINS. From where?

Ms. GUTHEIL. Vermont.

Chairman PERKINS. Go ahead.

Mrs. BARBER. Anita Barber, from Alabama.

Ms. PAUL. Phyllis Paul, from Minnesota.

Mr. FAULKNER. Walter Faulkner, from Vermont.

Mr. WEISGERBER. William Weisgerber, from Michigan.

Chairman PERKINS. Is that all of them?

Ms. WERSCHKE. Yes; Dr. Paul Dulberg, from Connecticut, and Mr. Niel Carey, from Maryland, were unable to be here, as was Dr. Ross Henderson, from Kentucky. I believe she was called back to meet with the Governor today concerning an item on career education.

In 1968 there was one State that had an individual identified as a career education coordinator. At this point in time we have 50 States who have identified a person as a State coordinator or director. I think this is very significant when you consider the timespan and the momentum that has taken place between 1968 and today. Granted, many of the people at the State level who have been given the responsibility of career education have to wear many hats, and this is something that we would hopefully see in the future, an opportunity for the State coordinators to be able to devote their full time to career education.

In Colorado, I represent three State agencies in a cooperative effort, the first in the State's history. We were the first to hold joint board meetings, and we were the first to submit a legislative package. I represent the Colorado Commission on Higher Education, the State Board for Community Colleges and Occupational Education and the Colorado Department of Education.

We would like to take this opportunity to tell you a little bit about the role of the State coordinator.

We feel that our role is very important in facilitating career

education, not only at the State level but at the local level. We are committed to improving the ability of education for all learners.

State coordinators have many, many jobs and many, many responsibilities. They may be working directly with the local education agency, they may be meeting with local boards upon request, they may meet with teachers, parents, students, accountability committees. They may be called upon to make presentations to legislative groups, House education, Senate education study groups. They may be called upon by the chamber of commerce to facilitate and use career education as a vehicle for the community involvement and the involvement of business and industry. They may be working with advisory councils, not only at the State level but at the local level.

We, indeed, believe that the States are ready and that the time is right for implementation of career education.

There are several States that are looking very carefully. I should not say that there are several States, but all States at this point in time are looking very carefully. Has career education made a difference? Arizona, Kentucky, and I recently received a request from our Joint Budget Committee to review all the evaluation materials that had been collected from any Federal projects that had been ongoing in the State. Some of the findings, for example, from Kentucky showed that pupil achievement has gained, attendance of students is better, teacher attitudes, and we are talking about attitudinal change on the part of the teacher, and involvement has improved. The dropout statistics have improved, and perhaps the most important one or one of the most important things is that we see career education becoming the vehicle for increasing community involvement with business, industry, parents, and all of the citizens within a community.

We feel that we have a leadership role as State coordinators at the State and local level. Initially, as leadership or leaders are identified at the State level, all segments of the community would look to us for some type of facilitation. We have worked very hard as a group to improve our ability to facilitate the concept of career education. We have worked very closely with the Council of Chief State School Officers in specifically improving State leadership. There have been national, regional and State meetings for a number of years, many meetings on a zero budget, but lots of commitment from local school districts, chambers of commerce and other agencies.

Several years ago in our State all we needed was a smile from someone when we mentioned career education and we would travel all the way across the State to provide whatever kind of technical assistance we could. Business is good and we are pleased.

We find the local education agencies calling upon the State coordinators to assist them in developing their career education plans, to assist them in meeting with small task force groups of councilors, teachers, parents, students, citizens, boards of education, administrators and chamber of commerce members. We feel we have a very important role to play in the facilitation of career education.

Federal funds have been made available on a limited basis for demonstration projects. In my own State we were fortunate enough to have a career education identified as a priority by ESEA title III through title IV(c) some $270,000 which went into nine demonstration projects. As in many States, we have used money from vocational education and other innovative programs on exemplary projects, just about any place we could find it we could certainly use it. So again, we are very supportive and feel that the time is right for implementation funds.

Many States—14 States to be exact—have legislation at this point in time. Legislation is pending in six other States. No two States have legislation that appears the same. Perhaps you will have an opportunity to review some of the legislation from the individual States in career education.

In the State of Colorado last year we passed House bill 13446. It is a very significant bill because it calls for specific things that must be done within the State, although the bill is not mandatory, it is voluntary in participation, we are affording all 181 districts the opportunity to participate in implementing career educaton. It is mandated that we have a 23-member advisory council representative of the State geographically, ethnically, and representatives must come from business and industry as well as education. It states that we will have a statewide career education resource center.

We have found in the first couple of years in the developmental stages of career education that many of our teacher prepared materials were probably the best prepared materials that we were seeing. They best met the local needs of the students within their area. So we identify this as a high priority within the States, and fortunately we have to admit that this year the State has received help assistance from the Federal U.S. Office of Career Education in the form of a grant. However, it is the State's responsibility, and we feel, we hope that we will be assuming this responsibility within the next 3 or 4 years to provide this resource center as mandated in the law. But, however, we would have been unable to do this last year because of budget cuts. We were also requested to provide a statewide resource team which consisted of 100 teachers throughout the State—counselors and administrators who had been identified to work with other teachers, counselors, administrators upon request. We have found this to be very successful in service strategy. The State would provide the substitute pay, the recipient district would provide the travel and per diem. Those funds that remained were to be distributed to the local districts.

We originally requested $800,000; 2 days before the closure of the legislative session we received $200,000 with the matching clause that each local district requesting funding must match dollar for dollar those funds that they were requesting at the State level. This has not all been bad, because we really have been working with approximately $400,000. We feel that there has been some commitment at the local level, and we feel good about this.

However, again, we have only been able to provide seed money to the local districts. We had approximately 44 proposals submitted

and we were able to fund only 32. We established a criteria that no proposal or request would be over $10,000. We had requests coming in for over $315,000. This does take dollars, we do need help at the implementation phase. We need help in distributing and disseminating teacher development materials that are outstanding, we need help in retraining and working with our teachers and our counselors and our administrators.

We have found in the State of Colorado that 20 percent of our teachers had held no other job than in education in their lives. We feel that it is important that teachers as well as students get out into the community and really find out what the world of work is like outside of the classroom. And this is an attitudinal change on the part of the teacher. Many teachers have been doing many good things for many years. We hope that we can encourage them and others to realize that much learning takes place outside of the classroom and to assist in bringing business and industry and other citizens from the community inside to the classroom.

In conclusion, we appreciate the intent of the $5 million for planning. As you may well realize from our brief discussion today, and any of the State coordinators who wish to comment, we are all at a different level, and we all have different needs that need to be met. We are ready in Colorado, as in many other States they are ready across the Nation, and we need implementation money. We have had demonstration projects, but we want to look at all districts, all 181 school districts, and all of our students in the State. And I think that I can speak for all State coordinators when I am saying this, we commend you, Mr. Chairman, for your foresight in sponsoring this bill.

And at this point in time, if you have any questions or comments, I would be happy to answer them, as would other members of our State coordinators.

Chairman PERKINS. First let me compliment you for an outstanding statement, Ms. Werschke. I think you have been most helpful to the committee and very forcefully have spoken for the remaining coordinators of career education throughout the Nation. In your own opinion, will career education be adopted anyway by the States, or is this bill necessary?

Ms. WERSCHKE. This bill is necessary, sir. Career education has been adopted in 14 States. We still have a few left among the 50, and the commitment and the dollars that are available for education at the State level, as you are well aware, is certainly shrinking.

Chairman PERKINS. While you are on the stand, if there are other coordinators, State coordinators that wish to speak about a minute and put their statements in the record, we will be delighted to let them do so. We have got such a schedule, we did not know that the demand for testimony from the various witnesses throughout the country would be so great as it happens to be. We have turned down perhaps 50 witnesses that would have liked to have testified. But if the States that are represented here, if their coordinators wish to speak a couple of minutes and put a statement in the record, I will be delighted to permit you to speak to the committee, without

objection, if any of you want to rise up and say something very quickly. And identify yourself for the record.

Mr. WEISGERBER. Certainly. I am William Weisgerber, and I am representing the State agency in the State of Michigan. And I certainly applaud and the State agency applauds your efforts in this measure and thanks you sincerely for the opportunity to speak to your committee.

I think a point that you made has been made several times about the need for this bill and the readiness of local education agencies throughout this Nation. I think it is a good comment and a good question.

In Michigan we have embraced the career education concept and our own State board has set up a separate office of career education, which is essential because we do have a State statute that requires all 550 local K–12 districts in our State to prepare a plan for the implementation of career education. The actual implementation of this plan is at the discretion of the local districts, but they are required not only to prepare the plan but to annually evaluate the effectiveness of the plan.

At this stage, after only 8 months under the statute, of the 530 is significant because we do not have dollars. Most of the plans indicate that they need inservice funds and further planning districts we have plans in our office for 518 districts. We think this moneys, because for many districts it is the first time they are involving the entire community in educational planning and educational decisionmaking, and we feel this is significant. For the first time the goal of the school district is far more than preparing the students for additional education and finding out there is need for relationships, there are satisfying experiences that the children are going to have to deal with and try to find as they leave the school setting and make themselves sufficient. Actually, one of the most important things we hope in Michigan to have happen is to make students self-sufficient and understand perhaps the only constant that we have in our society, which is change, and how they can independently deal with that change and make decisions when occupational roles change, family roles change, and even leisure roles, and this is an important contribution that education can make.

I thank you very much.

Chairman PERKINS. All right. Anybody else want to make a statement briefly? Go ahead. Just take a couple of minutes and run through it here.

Mr. FAULKNER. There is two of us here representing the State of Vermont. My name is Walter Faulkner and on my right is Barbara Gutheil. We will not take 2 minutes, but I would just like to say that we have in Vermont been pleased with the backing of the commission, and we have been reassigned to career education for at least 3 years, and we have given something like 150 presentations to 10,0000 people up and down the State of Vermont. I firmly believe that I, that our people in Vermont are ready to implement career education.

I fear that if we do not start implementation, the momentum

that we have started with it might drop by the wayside. So I heartily endorse your bill.

Ms. Gutheil?

Ms. GUTHEIL. I would just like to say that we have been collecting some data from one of the schools. We have data that indicates that the reading level has gone up two grade levels in the past year. We have collected additional data from programs that have received Federal or State funds that are no longer receiving these funds. The participation has increased even though the outside funding is no longer there. More teachers, 14 percent are involved in career education and 4 percent more students after the funding has ceased, so I would like to leave the idea with you that it is not something that just happens when there is Federal funding, but that it definitely does sustain itself and even increases itself after the Federal funding has ceased.

Chairman PERKINS. Thank you. Any others?

Mr. QUIE. Mr. Chairman, I should say for the State of Vermont that we have a member of this committee who is keenly interested in this, Jim Jeffords, and I understand the reason why he is not here is that he did not get out of the State as soon as you did, and he got snowed in. Could I commend your awareness of what the weather was going to be like, and you ought to tell Jim how to read the weather a little better.

Chairman PERKINS. Go ahead.

Mrs. BARBER. Mr. Chairman, I am Anita Barber, from Alabama, the State coordinator for career education. We wish to thank you for giving us of your time today and commend you for introducing this bill for career education and say that we in Alabama wholeheartedly support the bill and are ready for implementation. We have through the past few years been receiving funds for career education from vocational education, from Appalachian projects, from title III projects, and various other sources. We do not at present have any State legislation for career education, but we do feel that now is the time when we can begin implementing.

We have been actively engaged in career education and through the State department have presented some 282 presentations on career education to various local educational agencies, businesses, and various segments of the community, and this represents a total at present involved in career education in Alabama of 282 elementary schools, 172 junior high schools, 289 secondary schools involved in some phase of career education. So we wish to commend you and wholeheartedly support your bill, and hope that Federal legislation can be provided for implementation for further State planning and for further State programs for commitment to career education. And as a matter further for the record, I would like to leave with the committee a pamphlet that we have on career education in Alabama which expresses more fully and explains Alabama's position statement that it is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in our predominantly technical society.

Chairman PERKINS. Thank you.

[Pamphlet referred to follows:]

68-307—77——5

Career Education in Alabama
"The Art of the State"

ALABAMA MAKES A BEGINNING IN 1972 . . .

In March, 1972, some terms were permeating the atmosphere that were exciting to professional educators in the Alabama State Department of Education. These terms were "career education", "relevance of schools", "modern society", and "rapid change". After further exploration of the concepts inherent in the words, "career education", it was realized that the concepts, when integrated into the total curriculum, would result in relevant instruction for pupils, because career education connects the school and life in meeting student needs in a changing society. Thus the State Superintendent of Education and the State Directors of the Divisions assumed a leadership role in initiating a Career Education Program as a major thrust of all education in Grades K through 14 in Alabama.

An interdivisional State Department of Education committee was appointed by the State Superintendent of Education. This committee represented every division of the State Education Department. The mission of this committee was to develop plans for the implementation of Career Education Alabama. The specific charges of the committee were:

To define the concept of Career Education Alabama

To develop a continuum of career development phases and define each as a model for curriculum planning

To insure the inclusion of career education concepts in the state course of study.

The committee developed the following position statement concerning career education in Alabama.

Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominantly technical, specialized society.

Career Education should begin in Grade One or earlier and continue throughout the productive life of the individual.

The concept of development Career Education dictates the necessity for a total educational program which is relevant to the world of work and programmed to provide for the development of an awareness of self and the world of work in the elementary students, exploratory experiences for the junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to the individual through restructuring and focusing concepts around a career development theme.

This position statement was intended to be a guide for further development of concepts and curricula and the statement was intended to be utilized as a guide for development and implementation by local education agencies. Alabama made a beginning. What would the next step be?

Career Education Concepts—Identified

After the Alabama State Department of Education had completed the position statement, committees of educators were appointed to begin to interpret these concepts of career education as they might apply to schools in Alabama. It was believed that when the concepts were identified, school systems and teachers could begin to define and to develop these concepts into practical application for student learning. An interpretation of the term "career" was seen as basic to the development of career education concepts. The term "careers" was broadly interpreted as encompassing and relating the many settings in which people find themselves (home, school, occupation, community), the roles they play (student, worker, consumer, citizen, parent), and the events which may occur in their lifetime (entry job, marriage, retirement). Career development was viewed as a life long process beginning early in the pre-school years and continuing, for most individuals, through

retirement. Career development was thus viewed as life career development directed toward the development of fully functional individuals. The essential elements of fully functional individuals in career development were then identified as follows:

It is believed that the key to a full life is to become a self, to learn what you want to be; to believe that you can become what you want to be; to relate your experiences toward the roles that you want to assume; to provide a balance in your living; and to become a fully functional person. We refer to this, becoming a personality, as self-awareness—leading to self identity.

Learning to communicate, to read, to speak and to write (sometimes in more than one language)

Learning the functions of numbers, to add, to subtract, and, to divide (and perhaps to do trigonometry and calculus)

Learning to live in a scientific environment, to keep pressurized cans out of the sun; to place growing things in light; to keep electrical cords out of water; to conserve our energy—(some may need to design alternate energy sources, and need advanced chemistry and physics)

Learning to protect their health and the health and safety of others

Learning to be loved

Learning to work with others

These are essential learnings and as students learn these things, it is essential that they understand why.

The fully functional person assumes many roles.—A woman may be homemaker, a mother, a seamstress, a secretary, an interior decorator, a gardener, a teacher, and a wife—and perhaps all of these in a single day. A man may be a father, a machinist, an afternoon coach for the children, a night student at a vocational center, a Sunday school teacher, a husband, a public speaker for the labor union, and a leader of group discussions concerning the environment—and perhaps all of these in a single week. He and she complement one another. Their roles are always changing; they are always becoming; they will have many careers; their careers will be their lives; they will come to accept or change their careers.

The fully functioning person will need many things in a lifetime.—Automobiles; a house—or an apartment or a condominium; furniture; washers and dryers (or use a washeteria); television sets and radios; food and clothing. To buy these items he will need to save or to borrow money; he may need to use charge accounts, or credit cards, or lay-away plans. Perhaps he will need insurance, a pension plan, and hospitalization. Perhaps he will own stock and bonds, or real estate. The appliances will need repairs; he will need to compare prices at the grocery stores; he will have to compare interest rates; he will have to work. He will learn that as he works, others buy his products or services; he will learn that if he saves, others can borrow his money; he will learn that if he borrows money, others will make money. The economic system into which he is born will have strange names like management, labor, capitalism, competition, interest. The career person will be part of the system.

To become a fully functioning individual, it is necessary to make decisions that can affect a person's ability to function.—Will he marry; should he drink alcohol; will drugs affect him? What physician should he see; what church should he join; where will he live; should he go to school? Larger questions will also affect him, such as: should there be smoke in the air; chemicals and pesticides in the rivers, or oil in the ocean? For whom should he vote? Inevitably, all of these questions must be answered and decisions made. How the decisions are made will affect him and others. Every action and every decision will have an effect. The consequences of decisions are simple at first—if you plant seed in soil, add water and light, you can create food to eat when you are hungry. The consequences of decisions grow increasingly complex. If he changes jobs and takes additional training in a new field, will he be happy in his work? Projected consequences of decisions are necessary to rational decision making.

What pupils want to become is closely related to their experiences, because this is what they know something about. Fifty years ago would any pupil have wanted to become an astronaut; to become a television repairman; to

become a computer programmer; or to become a pilot on a 747? Students test their interests and abilities when they have an opportunity to play pianos and guitars; use wood chisels, paint, brushes, clay and molds; and to use microscopes, telescopes, cultivators, calculators, and oscilloscopes. Pupils also find their interests and abilities when they are provided hammers, nails, drills, wood, and saws; learn how to use electricity and motors; pliers and soldering irons, or to sculpt in copper using a blow torch. A wide range of experiences using tools provides the opportunity to do some exploring—to discover those tools with which pupils like to work. The pupils then gain some ideas of what they can become; and some skills that they can use, perhaps to make a living, perhaps as a hobby, or perhaps for recreation.

Everyone has to make a living; everyone must do something. Recreation for one man can become work and income for another man. The experiences that students have had with tools and the interests and skills that have been developed, can be utilized for employment or for further education. In addition to these skills the ability to get along with coworkers, to analyze their own feelings, to practice mental health, and to serve as both leader and follower when working in groups contribute to their employability.

These concepts were developed by the Alabama State Department of Education. The key word is relevance of the school and education. It is believed that relevance should begin very early in kindergarten and proceed through a lifetime. The sum total of all of the experiences is a unified, fully functioning person. The person understands himself; he has careers; he has values; and, he is able to function for both himself and for society.

The basic element in career education have been accepted as follows.

ELEMENTS OF CAREER EDUCATION

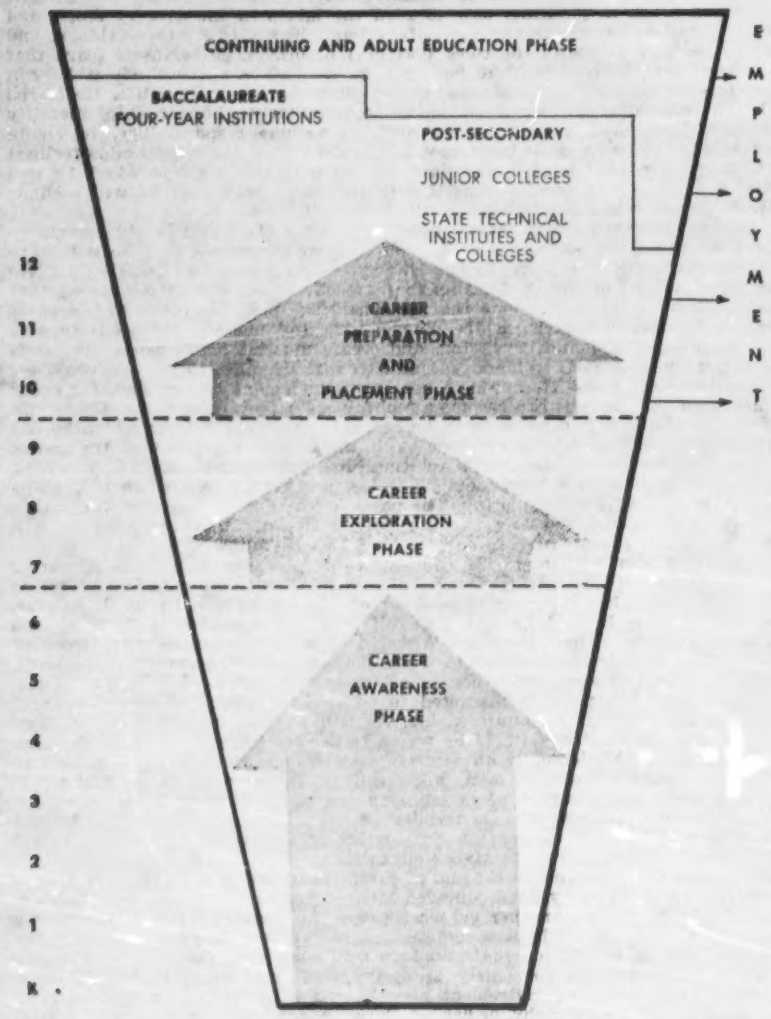
K	6/7	9/10	12
Awareness—Exploration—Preparation			
Self-awareness			Self-identity
Education awareness	Career		Educational identity.
Career awareness			Career identity.
Economic awareness	Education, home		Economic understanding.
Decisionmaking	And community		Career decisions.
Beginning competency	Life		Employment skills.
Employability skills			Career placement.
Attitudes and appreciations			Self—social fulfillment.

Curriculum Education

Curriculum Model—A Framework for Curriculum Development

A curriculum model, kindergarten through grade twelve, is presently under development. The model takes the eight elements of career education and translates them into themes, goals, and objectives. Learning experiences are suggested related to each objective. The curriculum model is to be used as developmental resource material and classroom teachers are encouraged to be creative in planning instructional units to achieve career education objectives. The structure of Career Education included in this curriculum model provides a comprehensive sequential and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psychomotor domain) and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into preparation for employment, job proficiency and career advancement. The structure of the Career Education Curriculum Model in Grades K through 12 is shown in the following chart:

CAREER GUIDANCE—AN INTEGRAL PART OF EACH PHASE OF CAREER EDUCATION



The three phases of the Career Education Curriculum Model are described as follow:

Career awareness begins in the elementary school. Pupils are encouraged to role play—to examine all of the roles that they can assume, and to become aware of what they need to learn as they play the roles. They need to talk to the adults who engage in the activities as they, too, act out their roles, perform their jobs, and live their careers. What is it like to work in a store, to be a policeman, to be a fisherman, to play the piano, to be a mother or father; to be a plumber, an electrician, or a doctor, or a farmer? Small children like to live in a world of fantasy, developing skills in learning about them-

selves and learning how they can better create the skill to make them more adequate persons—how to speak fluently, how to relate to other people, how to use a brush in painting, how to read the labels in the grocery store, and how to make change. As the elementary pupil learns to do these things, and as he becomes aware of the roles (careers) of others, he begins to learn that fantasy becomes reality—that he must make decisions about whom he can become. He also begins to be aware that careers are a way of life. He learns that he can overcome some inadequacies, inability to hop or skip, inability to make fine hand movements, to read, to assume responsibility, to create something. As he succeeds in overcoming inadequacies, the pupil builds feelings of inadequacy. He begins to associate himself with the world in which he will live. He begins to associate himself with the many roles that he will assume. He begins to relate to a world in which he will work.

Career exploration is a logical next step. After the pupil is old enough to have developed an awareness of himself and an awareness that he will have careers, he needs to explore, to find those roles for which he is best suited. He needs to use all of the implements that are associated with the roles so that he can learn those implements that he can utilize best. He needs to use paint brushes, charcoal, pastels, media, clay, chisels and mallets. He needs to pick the guitar, punch piano keys, sing, and create musical instruments. He needs to role play in drama, to learn to speak in various roles, to use his body, for all of these are tools. He needs to use every implement he can find, for every implement that he uses can become a tool for one career, or one role of a career. As he develops skill in using tools, he can gain experiences from which he can develop interests and talents. These skills and experiences provide the means for developing careers. His social relationships, how he gets along with others, how he functions in groups, how he makes decisions, are also tools that he can learn to use in his exploring. The pupil is learning to take the things that he learns in school and to make the subject relevant to those roles he will assume in adulthood, to those careers that he will follow in living.

The third step in career education—toward relevancy in school—is career preparation and placement. During the career awareness and exploration phase, the pupil has become aware of careers, he has explored possible careers, he has used tools, and he has, hopefully, had an opportunity to talk with someone who uses these tools in his world of work. He has become aware of those tools with which he likes to work, perhaps group processes or debating, and he wants to become a teacher, or a lawyer and will go on to higher education. Perhaps the pupil is attracted to construction work, flower arranging, horticulture, mining or manufacturing. He will need to use the tools of these careers to gain further skill. If he wants to become an electrician, a plumber, an electronics technician, or an aircraft maintenance worker, he may need to attend a technical institute or a junior college. Career preparation and placement refers to this aspect of becoming a person—to find fulfillment with a salable skill if his education is terminated at the ninth grade, or at the end of high school, or if he goes on for further education at either a technical institute, a junior college, or higher education.

This will not, however, be the end of career education, for a career is always changing. A person may have educated himself to be an engineer, or a teacher, but may need to find another career because the demand for that occupation may have declined. Perhaps a mother has reared her children and feels the need to find an occupation that can help fulfill her life. She will need a new career. After working for thirty or forty years, retirement is inevitable. A different career during retirement may be sought. Perhaps we will take up horticulture, or photography, or fishing. Career education is believed to be needed for all Alabama citizens. Career education is relevancy, citizens assuming responsibility for their education and making the education relevant to those careers they choose. The goal of the Career Education Curriculum Model is to provide a framework for education of people, whether six or sixty, to assist them in achieving realistic goals as a functional individual in a real world.

Career Education—A Priority

In order to assist the State in establishing programs in career education, funds were fused, whenever possible, to gain optimum results. Appalachian funds have been allocated in such a manner as to permit the funding of forty-seven area technical-vocational centers for use in continuing education by

communities and by elementary and secondary pupils. Other federal funds such as Part F of the Education Professional Development Act were utilized to initiate programs of in-service education for teachers. Some systems were encouraged to design exemplary project in career education and to submit proposals for both state and federal funds. Both state and federal funds were utilized to develop research and evaluation of career education programs. School systems were encouraged to utilize Title III of the Elementary and Secondary Education Act for funds to develop programs in career education. In addition systems were encouraged to utilize ESEA Title I funds for supplementary reading materials related to career education.

At the present time thirty-five systems in Appalachian Alabama have received Appalachian funds and funds from the Office of Education to develop programs in career education. These thirty-five school systems involve approximately 300,000 children in Appalachian Alabama. These systems are advancing rapidly in developing programs in career awareness, career exploration and career preparation and placement.

Career education, as conceived by the State Department Position Statement, and as the concepts were defined and distributed throughout the state, is moving rapidly in Alabama. School systems have designed projects, written proposals, engaged in in-service activities for teachers, and implemented career education units in elementary and secondary classrooms. Interest is rising over the state. Career Education—relevance in classrooms, reaching pupils, making education interesting—is contagious.

Leadership at the State Level for Curriculum Change

In-service education for members of the State Department of Education

Since career education is new, it has not been a part of the teacher education program for many educational leaders. This realization prompted the State Department of Education to conduct in-service education programs for members of the State Department Staff to prepare them to assist school systems with the development of career education as an integral part of the total school curriculum. Three seminars on career education were conducted for the state staff followed by participation of all supervisors in career education curriculum committees.

In-service education for faculty members of institutions of higher education

In order to provide adequate consultative assistance to local school systems, it was necessary to provide an opportunity for faculties in the institutions of higher education, that were approved by the State Department of Education for the certification of teachers, to learn more about career education. Conferences were conducted for college faculties to familiarize them with the concepts that had been defined by the position statement, the definition of career education, and some activities of pupils in career education programs. Those faculty members were encouraged to serve as consultants to local school systems for in-service education and to develop and to integrate career education activities into pre-service and in-service programs for teachers.

The State Department has assumed leadership in assisting institutions of higher education. In 1972, the State Board of Education passed a resolution encouraging institutions of higher education to prepare teachers in programs that are consistent with the concepts of performance based education. The Alabama State Board of Education has adopted standards for state approval of teacher education programs. The State Department has scheduled regular visits by teams for program approval.

In addition to this effort, the State Department has scheduled a series of conferences involving classroom teachers, faculty members from higher education institutions, State Department personnel, and representatives from business and industry to develop competencies and performance criteria for teachers in career education. These competencies will assist institutions of higher education to develop pre-service and in-service programs under the auspices of the standards of the National Council for the Accreditation of Teacher Education (NCATE), which establishes standards in general education, supplementary knowledges, knowledges and skills to be taught to pupils, humanistic

and behavioral studies, and appropriate clinical experiences. The NCATE standards indicate that performance criteria should be established in each of these areas. Projected plans for the establishment of competiencies in career education will assist institutions adapt to those NCATE standards which relate to professional education.

Some institutions of higher education in Alabama are projecting plans for the development of career education laboratories which will begin to integrate career education concepts into pre-service and in-service programs for elementary and secondary teachers and school support personnel. These laboratories will feature extended use of technology and will research exemplary clinical experiences for teachers. The State Department is serving in a consultative capacity to these institutions in the development of the career education laboratories and will continue to encourage developments in career education.

Career education has made a beginning in institutions of higher education in Alabama. The progress of these institutions in developing the concepts of career education for prospective teachers will continue. As a result Alabama pupils will be taught by teachers who can make education relevant in a changing society.

VOCATIONAL EDUCATION STATE WORK–CONFERENCE ON "CAREER GUIDANCE AN EDUCATIONAL RESPONSIBILITY"

In August 1973, the Division of Vocational Education and Community Colleges sponsored a work conference on "Career Guidance—an Educational Responsibility." Approximately 3,000 vocational teachers and guidance counselors attended this week-long conference. Through the use of EPDA Part F funds, general guidance counselors and industrial arts teachers from throughout the state participated.

The conference goals were as follows:

To develop an understanding of the foundations of Career Education

To develop an understanding of the structure and purposes of Career Guidance

To explore ways of implementing Career Guidance as an integral part of the curriculum

To develop an understanding of the cooperative roles of guidance counselors, vocational counselors, vocational teachers, school administrators, parents and the community in the implementation of a Career Guidance program.

The work-conference opened with a Career Guidance Panorama, which was a colorful three screen slide presentation of Career Guidance concepts. This presentation introduced and paralleled the *Career Guidance Handbook* which was developed by the Career Education Staff of the Vocational Division. This handbook was made available to each conference participant and was used as a reference throughout the conference, and following the conference.

The structure of the conference included sessions and sectional meetings. State and National personalities addressed the morning general sessions and presented the basic concepts and principles of career guidance (Why and What) as an integral part of career education. In the afternoon, smaller groups made up of personnel from the respective occupational groups discussed the implications of the morning speeches for their professional care (How and When).

This conference set into motion curriculum revision and modification of instruction to include career guidance as an integral part of each vocational course. In addition, career guidance and exploratory experiences have been included in new courses taught by vocational teachers in junior high and middle schools grades. Student placement has been accepted as an important role of the vocational teacher and counselor.

Twenty thousand copies of the *Career Guidance Handbook* have been distributed and are in use by teachers throughout the state in making career education an integral part of the total curriculum in Grades K through 14.

STATE COURSE OF STUDY COMMITTEE

The state study committee was enlarged to include three members to represent Career Education. The role of these members is to assist the total committee in identifying career education concepts as an integral part of the total instructional program in grades K through 12.

PARTICIPATION IN THE VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES (V-TECS)

The State Department of Education is currently engaged in several consortia. One consortium is composed of seven states, the Vocational-Technical Education Consortium of states (V-TECS), which has as its major purpose the development of catalogs of performance objectives and criterion referenced measures in vocational education. The performance objectives and criterion measures will be field tested. The catalogs thus produced will be used as a basis for curriculum development at the secondary and post secondary levels.

The Top of Alabama Regional Council of Government (TARCOG) which is affiliated with Appalachian funding is presently developing an experimental project in the use of a satellite to educate teachers in career education. Alabama will have 240 teachers who will receive instruction through the technology of satellites, television, and computers in this experiment. The Appalachian Alabama Career Education Project of the State Department of Education is cooperating with TARCOG in attempting to ascertain if this technology, utilized in the in-service education of teachers, can improve curricula in career education for Alabama children.

CAREER EDUCATION—PROMISE FOR THE FUTURE

It is recognized in Alabama that through Career Education, the youth and adults will be helped in their development as fully functioning individuals in a changing society. The realization that career education is a lifelong endeavor, and that career education is a positive approach in providing relevant education, holds promise for Alabama.

Teaching is an art and a science. When creative teachers design activities for pupils that can assist the creativity in pupils to emerge and to expand, and when pupils find fulfillment as fully functional persons, then teaching becomes an art—an art that will permit pupils to expand their lives. As Oliver Wendell Holmes said:

> Build thee more stately mansions, O my Soul,
> As the swift seasons roll!
> Leave thy low-vaulted past!
> Let each new temple, nobler than the last,
> Shut thee from heaven with a dome more vast,
> Till thou at length art free,
> Leaving thine outgrown shell by life's unresting sea!
> *(The Chambered Nautilus).*

Career education is creating an ever expanding shell, helping students find fulfillment as persons, and making a contribution to society because education has been relevant. To assist in the design of activities that can assist in creating this relevancy is the "art of the State." Alabama is committed to this art.

STAFF OF THE APPALACHIAN ALABAMA CAREER EDUCATION PROJECT

The Staff of the Appalachian Alabama Career Education Project, which is a project of the Vocational Education Division, has engaged in numerous in-service educational programs for teachers in Appalachian Alabama. As a result of the activities of this group, sixty-three conferences were held during 1973 involving 3,405 teachers in twenty-five school systems. During 1974 this project has been expanded to include thirty-five systems.

An instructional laboratory was developed so that teachers might learn how career education concepts were integrated into activities for Alabama school children. Teachers who had developed and who had involved children in career education activities met with other teachers and demonstrated teaching techniques which were intended to develop career awareness, career exploration, and career preparation and placement. There were approximately eight hundred teachers at the instructional laboratory representing thirty-five school systems in the State of Alabama.

The staff has held numerous conferences and workshops for institutions of higher education to encourage a fusion of career education concepts into preservice and in-service programs for teachers. In addition, the staff has engaged

in conducting conferences and workshops for personnel from the State Department of Education.

The progress of integrating the concepts of career education into curricula has been rapid and effective. The openness of teachers to change and the joining with and the use of technology to improve education has been phenomenal. The State Department of Education has attempted to cooperate with and to provide leadership so that the progress will continue.

Ms. PAUL. I am Phyllis Paul, from Minnesota, and I have been given this charge, this particular position for just the last 3 weeks, so I am very, very new to the whole thing. And I guess I have to talk personally rather than perhaps more from the State level.

I guess I was really excited when I heard about this bill and it to me could not be better timed. I did visit with many of the people in the State of Minnesota and over and over again I heard them say we are involving education, adult education, more education, and we are doing it in the classroom, career education, but we need help and we look to the State agency for that kind of help. And to me, what the bill means is that through this vehicle we can give those people the help they need.

I think one of the problems that people run into in the rural areas and in other areas too are where there are pockets of career education curriculum going on now, that there is no comprehensive plan, that a student can go from one school to another and get the same kind of education such as they do in reading. And we need a developmental plan that says that a student has this experience at this level and its does not have to be repeated at the next level. And the problem that many people are running into now are that the kids are getting turned off with the career education because some of the experiences are duplicated because there is no comprehensive, coordinated plan. And that is what I think is the hope of this bill.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. Thank you. I am glad you came out here to give us some of your views. If we can get this thing funded the way it is intended in the authorization, and you know a lot of times something happens between authorization and appropriation, what it would amount to is about $93,000 for Minnesota in fiscal year 1977.

Ms. PAUL. Right. Right.

Mr. QUIE. I flipped at one point in my computer here.

Ms. PAUL. We hope about $2 million.

Mr. QUIE. Thank you very much for your interest.

Chairman PERKINS. Any further questions, Mr. Quie?

Mr. QUIE. Yes. I have one question here for Ms. Werschke.

Ms. WERSCHKE. Yes, sir.

Mr. QUIE. First let me say I appreciate your testimony and your use of the word "concept" throughout, which I think is right on target, as you can see from my previous comments. But you mentioned adding the word "urban areas" and I was wondering what you had in mind or what you mean by your urban settings, as you say? You know, we have sparsely populated and urban settings, and I was wondering who we left out and why you came to that.

I know you mentioned that we have to have special concern for the plight of the urban as well as the nonurban.

Ms. WERSCHKE. I think if you would look at our State and many other States, we have similarities in that we have maybe one or two large urban centers, but then we also have on the other hand very isolated mountain areas. And I am not sure how I use that in context. I do not know if that answers your question or not.

Mr. QUIE. Well, in Denver, this is not so much like Minneapolis-St. Paul, but do you have suburban areas?

Ms. WERSCHKE. We have, yes, we have the surrounding suburban areas. We have what you might say are the semi-isolated areas, agricultural primarily.

Mr. QUIE. When you say urban setting, are you talking about the entire metropolitan area of Denver?

Ms. WERSCHKE. Yes, sir.

Mr. QUIE. Or are you only talking about the Denver proper, the center of the city?

Ms. WERSCHKE. We would have to talk about Denver and the metropolitan area as well as Colorado Springs and Pueblo, and each of those cities in itself is a bit different. We have in Pueblo a very industrial center versus Colorado Springs.

Mr. QUIE. How about your metropolitan areas that would be, say, 20,000 in size, which are neither sparsely populated nor urban. Are you leaving them out?

Ms. WERSCHKE. No, sir. No, we are not.

Mr. QUIE. OK.

Ms. WERSCHKE. No. You are talking about three or four of our university communities such as Boulder, Fort Collins, Greeley. No sir.

Mr. QUIE. So what we are saying here is the priorities in our university communities such as Boulder, Fort Collins, Greeley. No, section will no longer be priorities, we are going to take care of everybody who needs help?

Ms. WERSCHKE. If I were at this point in time to geographically identify six areas within the State with some kind of criteria such as urban, suburban, isolated, rural, isolated geographic area or agricultural areas, excuse me, semiurban areas.

Mr. QUIE. But you would——

Ms. WERSCHKE. We have also a range of mountains called the Rocky Mountains that divide our State and so we have an eastern slope and a western slope also that contributes to our dissemination concerns.

Mr. QUIE. Let me see if understand what you are saying. It is that the need for this stimulus in the career education concept is not something that is limited to this particular area.

Ms. WERSCHKE. No, sir. No, sir.

Mr. QUIE. Very good.

Ms. WERSCHKE. And I think we can find just as many exciting things going on in northeastern Colorado where if you were to identify occupations you and I might come up with five, the grain elevator, the cafe and the garage and the bus stop. We have had

students, junior high students come up with some 45 occupations, and I believe they now have 40 8mm films where they have gone out and actually worked with people in the community, some of them senior citizens, actually filmed and narrated the various occupations that they themselves discovered within the community.

Mr. QUIE. I am pleased that you said that, because one of the things that troubles me so often is that we compare the center city with the most affluent suburb, and there are suburbs in the cities that are poor, that are poorer than the center city.

Ms. WERSCHKE. That is true.

Mr. QUIE. Thank you.

Chairman PERKINS. Mr. Hall?

Mr. HALL. Thank you, Mr. Chairman.

Ms. Werschke, I too want to thank you for your fine testimony. I was impressed by the suggestion teachers get out into the world of work and see what it is like. I might add that that suggestion has also been made for Members of Congress, but certainly not from those who know and understand us.

Just two or three questions, if I may. I noticed in your testimony, for example, on page 3, where you made reference to the conference in St. Petersburg. You say, "We concerned ourselves with planning, evaluation, and resources." Would you speak for just a moment on evaluation?

Ms. WERSCHKE. Yes. I think you will find that each State has identified this as a very important need or critical issue to be addressed. We need the hard data, we need it for you, we need it for our State legislature, we need it for parents. So we have definitely been addressing ourselves to how do we collect the kinds of data that not only show that because of career education activities being implemented in the regular classroom things do change, things do happen, kids are excited, teachers are excited, and how do we measure this. And I think we have to take a look at it in two ways. We have to come up with some hard data, something that has been significant increase in pupil achievement because of career education activities, as well as more of a subjective attitudinal change, we like school, we come to school more often, we have more fun. Teachers like school better. So these are things that we will be looking in our State as many States are at the comprehensive development, and the comprehensive statewide evaluation system.

Mr. HALL. All right. Thank you. And then you indicated on page 4 that the problem of facilitating broad school opportunities for this service program stands in the way. What is the major problem, lack of information or what?

Ms. WERSCHKE. I think when we are referring in the testimony to broad-scale implementation of education concepts, here again every State is not at the same place. Many States have received up to $8 million in funding for career education. We were grateful for $200,000, and other States are working very diligently to begin drafting plans for State legislation. So to say that we could have a broad-scale implementation without some money to provide for comprehensive planning, and some direction from the Federal level, I don't believe we could do it. We again would have—as we see at

the local level, unless we have some leadership and coordination—fragmentation of activities. I hope this answers your question.

Mr. HALL. Yes. That does.

And just one more question: On page 6, attachment 2, where you make reference to page 6, line 17, change "grades 1 through 10" to "grades K–12," career awareness; and exploration should not be restricted to grades 1 through 10. Why restrict it to grade 12?

Ms. WERSCHKE. That is a very good question; I would agree with you. And I believe Dr. Marland also mentioned that, perhaps, we are somewhat reluctant to limit awareness exploration, any of these development phases, specifically to any grade, because we feel that it is ongoing, and especially when we talk about the adult learner. All of these, all these are ongoing activities.

However, in reference to this particular bill, it is directed toward elementary and secondary students, and this is why we recommended that the wording be "K through 12."

Mr. HALL. Then would you hope the colleges or society will pick it up from there?

Ms. WERSCHKE. Yes, sir.

Mr. HALL. Thank you very much.

Chairman PERKINS. Mr. Pressler?

Mr. PRESSLER. I would like to touch on one more thing: How much resistance to these ideas do you think there might be within the teaching profession?

Ms. WERSCHKE. That is—resistance? There is not a lot of resistance, I think, once the concept is understood. I think 2 or 3 years ago we had difficulty in, No. 1, explaining to teachers and helping them to understand that this was not an add-on program. They were not going to have to write new goals and objectives and eliminate something from their program and add on something else, that the career education activities would be infused into their regular curriculum.

No. 2, many, many teachers felt that career education was synonymous with vocational education. I think these have been two hurdles that we have basically overcome as we have disseminated, and worked, and talked, and held workshops, and gotten out in the field with teachers. Your best salespersons are your teachers once they have begun working out in the community and, once they have worked with business and industry, have had an opportunity to see some of the things that are really happening in some of the large corporations and the small businesses and industry, and industry, and they become almost, if not more so, excited about the activities than the students.

Chairman PERKINS. Any further questions?

Let me again compliment you, Ms. Werschke. I think you have been most helpful to the committee.

Ms. WERSCHKE. Thank you, Mr. Chairman, and members of the committee.

Chairman PERKINS. We hope to get this legislation under way. Of course, there are 39 members that constitute the House Committee on Education and Labor, and I can only speak for one. But I will try to get them together and try to move the legislation.

Our next witnesses constitute a panel consisting of the Council of Chief State School Officers, Dr. Robert Withey; the American Personnel and Guidance Association, Dr. L. "Sunny" Hansen; and the American Association of School Administrators, Dr. Dana Whitmer. We welcome you and if you will come around.

Without objection, your prepared statements will be inserted in the record. If you can go ahead and summarize these statements, it will help out tremendously, because soon these members will be leaving. We have business on the floor.

And we will start with the lady in the middle. Identify yourself for the record, and go right ahead.

STATEMENT OF L. SUNNY HANSEN, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Dr. HANSEN. Thank you, Mr. Chairman. I am Dr. Sunny Hansen, of the University of Minnesota, Minneapolis.

Before I begin, I would like to note that there are, in the audience, 13 members of the State branches of the APGA representing the legislative chairmen for the North Atlantic States. They are present and supporting the APGA testimony. I wonder if it would be appropriate for them to stand? We have the 13 State chairmen, legislative chairmen in the audience.

Chairman PERKINS. Without objection. And your prepared statement will be inserted in the record, and if you prefer to summarize, go right ahead.

Dr. HANSEN. Thank you, Mr. Chairman.

I am pleased to be here to testify on behalf of the 41,000 members of the American Personnel and Guidance Association on the need for career education legislation now.

I am a professor of educational psychology at the University of Minnesota in Minneapolis, Minnesota, where I am head of the counselor education program and prepare counselors and teachers for work in public schools and college and university settings. My interest in counselor education stems from a 15-year involvement in the fields of career development, career guidance and career counseling. My experience has been on a variety of levels, including teaching career units as a high school English and journalism teacher, developing career resource centers as a high school counselor, teaching several university courses in career development and occupational information, codirecting preservice and inservice leadership training institutes for career education, and codeveloping a K–2 curriculum model for career development education.

What I would like to do today in the time available to me is: (1) Speak to the need for career education legislation from the career guidance and counseling perspective; (2) identify needed areas of emphasis in such legislation; and (3) respond to the specific legislation which has been proposed.

The main and for me the most persuasive reason that we need a broadly based career education bill is that the career needs of children and youth are not being met. Students have been telling us in

a variety of ways that they are not getting enough help in the career domain—in relating their present educational experiences to future goals, in learning how to make not only wise decisions but decisions wisely, in obtainining accurate and comprehensive information about the educational and vocational options open to them, and in coping with the tasks related to figuring out the meaning of work in their life.

Several recent nationwide studies, which I have included in my testimony, have lent documented support to the need. There are four basic content areas in which APGA believes the proposed legislation should broaden its scope and emphasis in order to meet these needs. Briefly they are first a comprehensive definition of career education. Second, attention to the need for theorical career decisionmaking, including those decisions made beyond the K–12 years.

Third, provision for activities based on the best knowledge available about vocational, behavior, and career development of individuals. And, fourth, provision for a central emphasis on a career guidance and counseling in the legislation.

Let me just refer specifically to H.R. 11023 in making the following comments about eight specific aspects of this elementary and secondary career education bill.

One, the need for a broad definition. APGA supports the broad definition of career education, a broader one than that stated on page 14. There are many philosophical differences and definition problems involved in career education. But philosophy determines educational programs and program objectives and the kind of career education we get for children, youth, and adults in this Nation will be determined by how career education gets defined, through what kinds of leadership, with what kinds of training under what kinds of State plans, with what kind of evaluation, and with what amount of funding. I am deeply concerned that the term "career development" which I believe should be the most justifiable basis for our career education efforts, does not appear in the proposed bill. The definition needs to be broad enough to include not only the economic role in paid work but the social, psychological, and evaluation aspects of career as well. Individuals, as you know, do not make vocational decisions in a vacuum; it is imperative that definitions be broad enough to include examination of work roles in relation to the multiple roles which individuals have over the life span, both sequential roles and concurrent roles. The phrase "job awareness" should be replaced by the more encompassing term "career awareness," which includes awareness not only of occupations but of self, education, trends, and planning process.

The need for a developmental framework for career education objectives: The proposed bill seems unnecessarily vague in identifying career education objectives. Whether career education is to be a dynamic process of opening up options for some individuals and helping others make tentative choices and commitments will be determined by how broadly the objectives are stated. The guidance perspective suggests that objectives must include many dimensions

besides occupational and job awareness, such as awareness of self, of training paths, or labor market trends—including manpower and womanpower trends—of career decision process and planning strategies, of life stages and developmental tasks, and of changing and multiple roles in work, family, and lesiure.

It does not seem consistent with what we know about career development that awareness and exploration are limited to grades 1–10 and work experience, career planning, and decisionmaking are allocated to grades 11–14 [C, i, ii, p. 6]. The literature suggests that planning and planfulness begin in the junior high. This is especially important for females who start eliminating options and stop growing in a number of ways by the 9th grade. The bill should recognize that there are individual differences in career mateurity and that not all junior high pupils are in awareness and exploration stages, nor are all senior high students at the same level of maturity in their career decision making. While career education should accelerate the planfulness, increase the options, and improve awareness of both options and of career planning strategies, the goal is not to have everyone at the same place at the same time. To reemphasize my point, Mr. Chairman, I would like to request permission to insert for the record a prototype list of development career management tasks which have been identified by my colleagues and myself and which may offer some guidelines if such an emphasis were to be specified in the legislation.

The need for a central thrust in counseling and guidance: The American Personnel and Guidance Association in its position paper on career education has identified several specific leadership functions for counselors in career education. The 15 percent set aside for counseling and guidance seems to be fairly reasonable although it probably would not allow for major expansion of counselor role in career guidance and career education. We would suggest that the term "job placement" on page 6, C, iii, be expanded to include educational placement and other kinds of in-school placement—work experience, vocational work, community involvement, etc.—as well as out-of-school placement is much expanded in the public schools, and this should be reflected in the bill.

Chairman PERKINS. May I say, Dr. Hansen, if you could summarize in a minute the remainder of your statement, we have so many witnesses that we are going to run way behind here this morning.

Dr. HANSEN. OK.

Well, mainly I would like to suggest to you that there be an expanded view of in-service training for teachers and counselors, and that more important than the in-training of counselors and teachers in the importance of career education is to give them specific competencies in dealing with various aspects of helping kids plan and make decisions about their lives. I think that it is important that the training for State and local coordinators also include some training and counseling in guidance in order that they be aware of the development processes through which individuals make these career decisions.

Sixth, I would urge that although it is not in the bill at present,

that you consider strengthening the career information component of career education by adding a section providing explicity for the development of some form of career resource center and career learning center in the local buildings. There have been a burgeoning of such centers in schools around the country and they are providing a highly visible message to students and teachers about the importance of career planning as well as providing a center where human and media resources can help students get information about a variety of aspects of career planning and how to use it. This could also be a basis for parent involvement.

Seventh, provisions for the special needs of special populations. It seems to me that clear education does offer special promise to those who have been outside the main structure, that is ethnic minorities, physically and mentally handicapped and women. And career education programs which work to eliminate the stereotypes and the biases that keep people from having freedom of choice and from developing their potentials could do much to help the schools and society achieve their goals of equal opportunity. And I would like to see some kind of a statement which would be included in this legislation.

The many adults seeking training or retraining, such as reentry women, veterans, handicapped, ethnic minorities, and mid-life males makes career shifts, point to the need for counselor education assistance beyond high school. Besides the strengthening of the present bill, I see a great need for comprehensive career education which would include these adult groups and higher education. And we would like to see the bill pass before July 1, 1976 and would also urge your consideration of this more omnibus bill for postsecondary years.

In summary, these are the main concerns that I have about career education from the perspective of the counseling and guidance profession and the American Personnel and Guidance Association. We appreciate your interest in this area. I see carrer development as essentially the most unifying concept we have in education, and career education as a way to really make our schools both liberating and humanizing.

I appreciate the opportunity to present these views and will be glad to answer any questions you might have.

Chairman PERKINS. Without objection, your prepared statement, all of your prepared statement will be inserted in the record, Dr. Hansen.

[The statement of Dr. Hansen follows:]

PREPARED STATEMENT OF DR. LORRAINE (SUNNY) HANSEN, PROFESSOR, EDUCATIONAL PSYCHOLOGY AND PROGRAM COORDINATOR, COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY, COLLEGE OF EDUCATION, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINN.

Good morning, Mr. Chairman, and distinguished members of the Subcommittee on Elementary, Secondary and Vocational Education. I am pleased to be here to testify on behalf of the 41,000 members of the American Personnel and Guidance Association on the need for career education legislation now.

I am a Professor of Educational Psychology at the University of Minnesota in Minneapolis, Minnesota, where I am head of the Counselor Education program and prepare counselors and teachers for work in public school and college and university settings. My interest in career education stems from a fifteen-year involvement in the fields of career development, career guidance and career counseling. My experience has been on a variety of levels, including teaching careers units as a high school English and journalism teacher, developing

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career resource centers as a high school counselor, teaching several university courses in career development and occupational information, co-directing preservice and inservice leadership training institutes for career education, and co-developing a K–12 curriculum model for career development education.

What I would like to do today is (1) speak to the need for career education legislation from a career guidance and counseling perspective, (2) identify needed areas of emphasis in such legislation, and (3) respond to the specific legislation which has been proposed.

THE NEED

The main and for me the most persuasive reason that we need a broadly based career education bill is that the career needs of children and youth are not being met. Students have been telling us in a variety of ways that they are not getting enough help in the career domain—in relating their present educational experiences to future goals, in learning how to make not only wise decisions but decisions wisely, in obtaining accurate and comprehensive information about the educational and vocational options open to them, and in coping with the tasks related to figuring out the meaning of work in their lives.

Several recent Nationwide studies have lent documented support to this need. The National Institute of Education study on "Career Guidance Needs of the Nation's Youth and Adults", by JoAnn Harris Bowlsbey (July 31, 1975), the Jung and Flanagan follow up study of Project Talent Youth *Progress in Education, 1960–1970* (1971), and the more recent (1974) Prediger, Noeth, and Roth Nationwide study of 32,000 junior and senior high students provide ample evidence of the needs of students for assistance in career planning and development. Such assistance can be provided through counseling, through curriculum, and through the business-industry-labor community, in short, through comprehensive career education.

NEEDED SCOPE AND EMPHASIS

There are several areas in which it seems to me the proposed legislation needs strengthening. These are briefly discussed below:

1. *A comprehensive definition of career education.*—Broadly based career education legislation should, in my opinion, reflect an awareness of *career development* as a basis for most of our career education and career guidance activities. What this means is a legislative definition which interprets career in its broadest sense—a sequence of positions a person holds in a lifetime, of which occupation is only one part; and "a continuous life long process of developing and implementing a self-concept, with satisfaction to self and benefit to society" (Super, 1953), with the increasing recognition that some jobs are emerging and others disappearing, that career education is not a panacea for unemployment and underemployment, and that the developmental tasks facing youths in the year 2000 may be different from those in the year 1976.

It is essential that career education offer individuals opportunity to explore not only specific occupations but the meaning of work in their lives and the relationship of work to the other roles they are taking or want to take in family, leisure and community. While I am not a futurist or an occupational analyst, one of the implications of the projections both make is that it may be much more important to teach people a process of career decision-making to make developmental decisions and choices at different life stages than to assume that there is a single choice for life. For a further delineation of this kind of person-based developmental emphasis. I refer you to the Tennyson, Hansen, Klaurens, and Anthois monograph, *Educating for Career Development* (1975).

2. *An assumption of multiple talents and roles.*—Career education legislation focused on the career development of human beings would begin with career needs and require a set of learning experiences and information in which career growth experiences are planned developmentally and sequentially to help children and youth acquire the self-assessment skills, the information-seeking and information-processing skills, the career decision-making skills, and the employability skills which will help them find the source of fulfillment in their lives. Such an emphasis assumes that individuals become active decision-makers and create options rather than merely being passive recipients of information they absorb in order to fit into a status quo society. The former view assumes that individuals have multipotentialities and may be suited to

several occupations rather than "one perfect fit." This is in contrast with a strictly manpower and job-matching framework for legislation which considers the individual suited to only one or two occupations thereby making the task one of matching the individual to a job and reducing the individual's role in his or her own decision making to a passive one. A career education bill more compatible with a democratic society committed to freedom of choice and maximum development is one in which we encourage the development of talent and the creation of work options which will improve society and the quality of life for individuals.

3. *Programs based on developing individuals in a changing society.*—There is a considerable body of theory and research in career development, which I do not have time to detail here, but which was documented by Dr. Edwin Herr and Dr. Norman Gysbers in their testimony in the Spring of 1975. While there are many things we still do not know about career development, we know a great deal more about the occupational socialization process and occupational roles and motives of children and youth than has found its way into career education programs. There is an enormous need, in my opinion, to develop career education programs based on the best knowledge available about human development and about the career needs of the populations being served. Much creativity has been generated by teachers and counselors seeking to implement career education goals since the formal inception of the career education movement in 1971; but many of the programs are fragmented and have not been built upon the best knowledge available about vocational behavior or about societal conditions but are based on occupational and job information rather than on human development and career growth. They often have ignored or minimized understanding of self, of the interrelatedness of work with other life roles, understanding of the relationship between education and work, of economic conditions and labor market trends, of realities of unemployment and underemployment, and of the changing nature of individuals and society. There has been a somewhat disturbing emphasis on preparing individuals to serve the economic world and the state rather than helping individuals make decisions and plans which will help them not merely fit into what is but to help create alternatives which will perhaps improve society and help them come closer to discovering their human possibilities.

4. *Additional emphasis on career guidance and counseling.*—While counselors have been involved in career guidance for many years, and vocational guidance goes back to the turn of the century, for a variety of reasons, student career development needs cannot be met by counselors alone. With school counselors being assigned many tasks unrelated to counseling duties and with counselor-student ratios of 500 to one, it has not been possible for counselors to provide adequate delivery of career guidance services. Thus there is a need for a new delivery system, through curriculum as well as through counseling, involving parents, business, industry and labor, and the counselors and teachers in a more collaborative relationship, not only in the elementary and secondary schools but in post-secondary education and adult education as well. Because career development spans a lifetime and individuals need assistance at different life stages, I believe there is a need for expanded legislation that covers the post-high and adult years as well as K–12. Counselor functions are changing in the schools, and increasingly counselors are helping not only children but the system identify developmental tasks and developing career education programs to help master them. If counselors are to perform these new coordinative and collaborative roles in career guidance, there must be financial support for their work, as well as for that of paraprofessionals to assist in the various career development activities.

To aid in the process of developing, implementing, and evaluating career education programs, Federal legislation is a must. With the retrenchment facing personnel in public schools (as well as in higher education), there is great danger that the inadequate help available to students will be cut even more. Wheels are in motion to establish career education programs in local school districts in all fifty states, but these need Federal assistance to develop and grow and to provide the kind of help students need in developing their careers. Comprehensive funding to assist in career guidance, counseling, placement, and follow up is essential if career education is going to be more than the passing fad of the 70's. For further counseling perspectives on career guidance, career education, and career development, I would refer you to the special issue of the *Personnel and Guidance Journal* on this topic, May 1975.

SPECIFIC RESPONSE TO H.R. 11023

I would like to make the following comments regarding various sections of the proposed Elementary and Secondary Career Education Bill:

1. *Definition problems.*—I find the definition of career education stated on page 14 a very limited one, especially starting with "job awareness." There are many philosophical differences and definition problems involved in career education. But philosophy determines educational programs and program objectives and the kind of career education we get for children, youth, and adults in this Nation will be determined by how career education gets defined, through what kinds of leadership, with what kinds of training, under what kinds of state plans, with what kind of evaluation, and with what amount of funding. I am deeply concerned that the term *career development* which should be the basis for our career education efforts, does not appear in the proposed bill. The definition needs to be broad enough to include not only the economic role in paid work but the social, psychological, and avocational aspects of career as well. Individuals do not make vocational decisions in a vacuum; it is imperative that definitions be broad enough to include examination of work roles in relation to the multiple roles which individuals have over the life span, both sequential roles and concurrent roles. The phrase "job awareness" should be replaced by the more encompassing term "career awareness," which includes awareness not only of occupations but of self, education, trends, and planning process.

2. *Career education objectives.*—The proposed bill seems unnecessarily vague in identifying career education objectives. Whether career education is to be a dynamic process of opening up options for some individuals and helping others make tentative choices and commitments will be determined by how broadly the objectives are stated. The guidance perspective suggests that objectives must include many dimensions besides occupational and job awareness, such as awareness of self, of training paths, or labor market trends (including manpower and womanpower trends), of career decision process and planning strategies, of life stages and developmental tasks, and of changing and multiple roles in work, family, and leisure.

It does not seem consistent with what we know about career development that awareness and exploration are limited to grades 1–10 and work experience, career planning, and decision making are allocated to grades 11–14 (C, i, ii, p. 6). The literature suggests that planning and planfulness begin in the junior high. This is especially important for females who start eliminating options and stop growing in a number of ways by the 9th grade. The bill should recognize that there are individual differences in career maturity and that not all junior high pupils are in awareness and exploration stages, nor are all senior high students at the same level of maturity in their career decision making. While career education should accelerate the planfulness, increase the options, and improve awareness of both options and of career planning strategies, the goal is not to have everyone at the same place at the same time. To re-emphasize my point, Mr. Chairman, I would like to request permission to insert for the record a prototypic list of developmental career management tasks which have been identified by my colleagues and myself and which may offer some guidelines if such an emphasis were to be specified in the legislation.

3. *Counseling and guidance.*—The 15% set aside for counseling and guidance seems to be fairly reasonable although it probably would not allow for major expansion of counselor role in career guidance and career education. I would suggest that the term "job placement" on page 6, C, iii, be expanded to include educational placement and other kinds of in-school placement (work experience, vocational work, community involvements, etc.) as well as out-of-school placement (Peace Corps, ACTION programs military, and the like). The concept of placement is much expanded in the public schools, and this should be reflected in the bill. In fact, an additional section specifying support for placement in exploratory work experience options would greatly enhance the possibilities of such experiences becoming a major thrust of career education programs and not just limited to a few students.

I would also call your attention to the need for a specific section on ways in which occupational and sex role stereotypes must be eliminated from career education and career guidance programs and activities. Statements should be included in the legislation to assure that goals for the elimination of sex biases, as well as racial biases, and age biases will be built in to career education programs.

4. *In-service training for teachers and counselors.*—The view of in-service training for teachers and counselors (C, vi, vii, p. 7) appears rather restricted. Just as important as acquainting counselors with the importance of counselor education—most counselors have been doing career guidance for a long time—is to update their skills in and knowledge of career development needs and characteristics of youth; educational-occupational information and ways of selecting, organizing, and using it; emerging career patterns of men and women in work and family (dual careers, equal partnerships, shared positions, single-person careers, etc); and organizational development and consulting skills to consult with and collaborate with teachers on ways in which subjects and curriculum can be related to career development tasks at various levels (the infusion process). In part C, viii, p. 7, for administrators and school boards, I would add a statement like "and ways of infusing it into the school system."

5. *State and local coordinators.*—It seems imperative to me that the State coordinators for career education have training in counseling and guidance in order to be aware of the developmental processes through which youth make career decisions and to facilitate the planning and implementation of K–14 career education programs. I support the statement that the State Coordinator should be responsible to the Chief State School Officer. If career education is to become the shared province of all educators, the coordinator must be in a neutral position with equal responsibility to state agency division of curriculum and instruction, counseling and guidance, and vocational education. The coordinator must have credibility with all sectors of the State educational agency and the educational community. These statements would also apply to local coordinators.

6. *Career resource centers.*—I would like to see a section added providing explicitly for the development of some form of career resource center or career learning center in the local building. There has been a burgeoning of such centers in schools around the country and they are providing a highly visible message to students, parents, and teachers about the importance of career planning as well as providing a center where human and media resources can help students get information about a variety of aspects of career planning and how to use it. Such a center could also be available for use by the community education program in the local education agency. Perhaps the section providing for such centers could be added to section C, ix, p. 7.

7. *Special needs for special populations.*—Career education offers special promise to those who have been outside the opportunity structure—e.g. ethnic minorities, physically and mentally handicapped, and women. Person-based career education programs which work to eliminate the stereotypes and biases that keep people from having freedom of choice and from developing their potentials could do much to help the schools and society achieve their goals of equal opportunity. Helping people with special needs such as those with low self concepts, learn to say "I *can*," and to give them the skills "to *do*", and the assistance to take the next step should be a priority goal of career education legislation.

The many adults seeking training or re-training, such as re-entry women, veterans, handicapped, ethnic minorities, and mid-life males making carer shifts, point to the need for career education assistance beyond high school. Besides the strengthening of the present bill, I see a great need for comprehensive career education which would include these adult groups and higher education. I would still hope for a more Omnibus Bill to be drafted and passed before July 1, 1976, and would urge your consideration of such action.

8. *Evaluation.*—There is a real dearth of adequate instruments to measure career education and it seems to me provision needs to be made for the development of such instrumentation. Evaluation of the effectiveness of career education programs should be closely linked to the broad objectives which include knowledge of self, occupation, education, life styles, decision-making skills, and employability skills, not on knowledge of occupational information alone, as some instruments have been designed to measure. The real test of whether career education programs are effective will be the positive impact that they have on the career development, career growth and career satisfaction of individuals.

In summary, I have tried to outline some of the needs for career education legislation from the perspective of the counseling and guidance profession and specifically on behalf of the American Personnel and Guidance Association. I have further identified both general areas of needed emphasis in such legislation

and specific needs in response to the proposed bill. I would like to say in closing that I see career development as potentially the most unifying concept we have in education and career education as potentially both a liberating and humanizing alternative—liberating in the sense of opening up more options for more segments of our population and humanizing in the sense of putting the focus in our schools back where it belongs: on the individual person and his or her needs.

I appreciate this opportunity to present these views and will be glad to respond to any questions you might have.

THE CAREER DEVELOPMENT CURRICULUM CAREER MANAGEMENT TASKS

I. CAREER MANAGEMENT TASKS OF THE PRIMARY YEARS [1]

1. Awareness of self.
2. Acquiring a sense of control over one's life.
3. Identification with workers.
4. Acquiring knowledge about workers.
5. Acquiring inter-personal skills.
6. Ability to present one's self objectively.
7. Acquiring respect for other people and the work they do.

II. CAREER MANAGEMENT TASKS OF THE INTERMEDIATE YEARS [1]

1. Developing a positive self-concept.
2. Acquiring the discipline of work.
3. Identification with the concept of work as a valued institution.
4. Increasing knowledge about workers.
5. Increasing interpersonal skills.
6. Increasing ability to present one's self objectively.
7. Valuing human dignity.

III. CAREER MANAGEMENT TASKS OF THE JUNIOR HIGH YEARS [1]

1. Clarification of the self-concept.
2. Assumption of responsibility for career planning.
3. Formulation of tentative career goals.
4. Acquiring knowledge of occupations, work settings, and life styles.
5. Acquiring knowledge of educational and vocational resources.
6. Awareness of decision-making processes.
7. Acquiring a sense of independence.

IV. CAREER MANAGEMENT TASKS FOR THE SENIOR YEARS [1]

1. Reality testing of a self-concept.
2. Awareness of preferred life styles.
3. Re-formulation of tentative career goals.
4. Increasing knowledge of and experience in occupations and work settings.
5. Acquiring knowledge of educational and vocational patterns.
6. Clarification of the decision-making process as related to self.
7. Commitment with tentativeness within a changing world.

V. CAREER MANAGEMENT TASKS OF THE POST-HIGH YEARS

1. Re-assessing and clarifying self.
2. Exploration of preferred occupational and life style alternatives.
3. Acquiring information seeking and processing skills.
4. Developing competency and interpersonal skills to relate to work organizations.
5. Making a tentative commitment to the next stage.
6. Acquiring responsibility, independence and the skills to manage change in self and society.
7. Creative application of management skills to life roles.

Chairman PERKINS. Our next witness is Dr. Withey. Go ahead, sir. Without objection, your statement will be inserted in the record and you may summarize it.

[1] Tennyson, W. W.; Hansen, L. Sunny; Klaurens, M. S.; and Antholz, M. B., *Educating for Career Development*, St. Paul, Minn.: State Department of Education, 1975.

STATEMENT OF ROBERT W. WITHEY, VERMONT COMMISSIONER OF EDUCATION

Dr. WITHEY. Thank you, Mr. Chairman. It is my pleasure and privilege to appear today, both representing the State of Vermont as Commissioner of Education and as Chairman of the Council of Chief State School Officers Commission on Career Education, which I have just taken over the chairmanship of. And having served in that capacity for 3 years as a member of the committee, I must confess to you and the members of the subcommittee that I am an advocate for career education and not a passive person.

As I perceive career education, and as many chiefs perceive it, it is certainly not an isolated program, and I believe this has been brought forth in earlier testimony. In terms of the educational process, it should be integrated into the existing structure, and all subjects, and I underline the word "all" for all students involving the parents, the teachers, and the community. And I would have to second the comment of the last witness in terms of the opportunity of pulling people together, community people at a period of time in which education at least at least at the local level, and I am sure at the State level, is undergoing a great deal of soul-searching, particularly in terms of low revenues and attempting to get a piece of the budget to provide the necessary funds for the youngsters and their programs.

Career education is broadly serving, not narrow or self-serving.

Mr. Chairman, I compliment you and I compliment the members of the National Advisory Committee on Career Education for their efforts which eventually led to your drafting H.R. 11023. I compliment your efforts in creating a separate title.

Career education in Vermont is not locked to any one area of education in the Department of Education. I and the State board of education and our past two Governors have thought enough of career education to place it in the deputy commissioners office without a title on the door, cutting across all lines of education within the department. It is not locked into vocational education or special education or elementary or secondary or adult. It is for all. And hopefully we are practicing this as a matter of policy.

I compliment you for providing the opportunity within the proposed bill for the involvement of the chiefs in the planning of the States. I want to indicate that the Council of Chief State Officers supports this legislation.

I would like to for just a moment deviate from my summarization of my prepared statement and the two appendices and simply go back in time. Once upon a time in the year 1953, about 23 years ago, there was a teacher in a community, not in the State of Vermont but in another State, in the central, middle Atlantic area, and he taught ninth graders. In fact, he taught all the ninth graders world geography. And if one were to look at what took place there in that class, there was certainly a lot of meaningful activities. The youngsters learned something about geography, and topography, and the affects of climate and environment, and how to read a road map and a lot of other things and something about the world out there and such places that at that point most people were not aware of

such as Nepal, Indonesia, and what have you. But there was a section each year for the teacher, and he was relatively new and the teacher was teaching a subject that dealt with manufacturing, business, industry, commerce, and transportation. And after the first year, after doing a little soul searching, and even in that period of time having a few of the students coming up to him and saying that it was really dull, I really don't know why we are studying that, I don't know what that is going to do for me further on in life, this teacher did a little soul searching, and lo and behold, the State university had developed a small program for about 15 teachers entitled "the teacher's industry work experience program," in which a group of teachers went out into business and industry, a variety of them in the general area and spent 8 weeks. They spent the morning learning something about a specific set of jobs, whether it be in research or manufacturing, or safety or personnel or whatever it might be. And in the afternoon, after they learned about it, they performed some of these tasks. And they, as they would say, got their hands dirty and made some stupid mistakes, but they learned a little bit about the world out there.

But this teacher was fortunately able to be put in the manufacturing plant which was almost like a medieval manner in that it had its own fire department, its own sanitation plant, and this was a plastic manufacturing corporation, and they had their own baseball teams and recreation departments, and their own company union, and you name it. So he got this experience and he got kind of excited about this thing which he didn't know what to call it except for the teacher industry work program. So he went back to his school next semester and began to work on this thing that the youngsters had said was boring and didn't see any relevance, and the teacher had had to admit to himself that he felt the same way, that it was kind of dull stuff. And he resigned his curriculum around the world of work out there in the community. And incidentally, 10 percent of these youngsters either had a mom or dad that works in this plant so there was some connection there.

So he took the youngsters through step by step what would happen to them if they ever applied for a job at this plant, from filling out the first form to taking tests, to being fingerprinted, and what should they ask in terms of questions in terms of benefits: Was this company really concerned with the safety of the personnel, what had happened when it had a very large death explosion several years ago, et cetera, et cetera. And he brought material from that company and other companies in the area to the classroom, and in turn took students out to actually see the place, what it was really like to work.

Well, as time would have it, this individual, this teacher was promoted into the guidance counseling job, and eventually went on to work with the State department of education. And he saw some revelance to this, teachers knowing something about the world of work, and so he went back to the State university to see if they could not revitalize this program. Fortunately, the person who was heading this had been drafted by the Office of Education to work in Washington, and the program had sort of floundered and fell through, and he went in and asked the new person how about

starting something like this, and this new person really could not see the need for it, and it was sort of a frustrating experience.

I see at least in our State of Vermont, and I think in many of the other States in the Nation, many of our teachers are at this point that they need this service education, they need assistance, they will be sparked

Now, back in 1953 there was no such term as career education. We were really talking about the world of work and making education experience something worthwhile in trying to relate the outside world to the world of schooling at the ninth grade level.

Chairman PERKINS. Well, let me say I disagree with you on that point. Career education has been with us 1,000 years, really.

Dr. WITHEY. But we did not call it that.

Chairman PERKINS. We did not call it that. The terminology just developed in late years.

Dr. WITHEY. That is what I mean.

Chairman PERKINS. When I was in the Hindman Settlement School, we had career education years and years ago, perhaps not as comprehensive as we are talking about here today, but doing things from the third grade to the sophomore year of high school that we do not do in school today, and giving the youngsters an outlook on life in the direction of a job orientation where they could better earn a livelihood. And giving the youngster the imagination, and that is something that we are not doing today, until he gets too far along, and at that time it is too late for him to really develop, in my judgment; when he could have made better judgments if he had experience at an earlier age and had been exposed to many different types of vocational areas, trades, crafts, and oriented and counseled in so many different other areas. The path has just gotten too narrow. We have to broaden that path.

So this thing has been with us a long time and, for one reason or another, we have just let it choke itself to death in our school system. I think that the bill is needed and I appreciate your testimony. But I think that the good teachers today are all beginning to think along the lines that we want to make sure that we give this youngster everything we can give him. And I think the majority of the teachers are doing that.

Now, down my way during World War II we lost our best teachers in the Appalachian area. By and large we lost them because the salaries were just too inadequate in the mining towns and communities just closed and folded up, and they went elsewhere throughout the country. We went through a period there, but we are bouncing back now. But we need these programs.

So I can look back 30 years, 50 years, 55 years, where we had much better career education in certain schools than we have today. It is just the way you use the terminology or the terminology that you want to use, you know.

Well, go ahead and summarize your statement and then we will go on.

Dr. WITHEY. In conclusion, I would like to state that the primary belief is appropriate, we are ready to implement career education throughout the Nation. There has been much effort in the utilization

of many, many resources, many human resources for the research and development and the demonstration of career education. States I believe stand ready, as well as students, parents, community members at large, and educators.

Thank you Mr. Chairman.

[The prepared statement of Dr. Withey follows:]

PREPARED STATEMENT OF ROBERT W. WITHEY, VERMONT COMMISSIONER OF EDUCATION, AND CHAIRMAN, CCSSO COMMITTEE ON CAREER EDUCATION

Mr. Chairman: It is indeed a pleasure and a privilege to appear before this Subcommittee and to have the opportunity to comment on HR 11023. I will be speaking both as Commissioner of Education for the State of Vermont and as Chairman of the Committee on Career Education of the Council of Chief State School Officers. In both roles I have had the opportunity to become cognizant of education needs and of the potential benefit of career education. As I have become more knowledgeable about the concept, I have become an advocate of its implementation and use. And, I should add, I have had considerable opportunities to observe education in which the concept has been infused. Again, this has caused me to become an advocate.

Career education, in the thinking of the CCSSO Committee on Career Education and the general membership of the Council, represents a response to a call for basic changes in the educational system that are urgently needed. In the relatively brief time since the concept was introduced, it has been met with a very high degree of acceptance. The Council of Chief State School officers believes that the concept of Career Education offers considerable promise for resolving some of the problems that have led to a call for reforms in American education.

It should be made clear, however, that Career Education is not perceived as just another program existing in isolation of the rest of the school process. Career Education is a concept that is integrated into and throughout the existing educational structure—in all subjects, for all students, and involving parents, teachers and the community at large.

Because of its interest in and commitment to career education, the Council of Chief State School Officers recently developed and adopted a position statement relating to career education. There is, and has been, a lack of understanding with regard to career education among the various publics affected in some way by education. We hope that through the issuance of the position statement some of the misunderstanding and/or confusion about career education can be eliminated. I have attached a copy of the position statement as "Appendix A," and I would, however, like to share with you the definition of career education that is found in the position statement:

Career Education is essentially an industrial strategy, aimed a improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes an awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

While it is not likely—or desirable—that all people would agree what should be learned in the name of education, most would likely agree that there are several basic purposes inherent in the educational process. The educational process should provide every learner with opportunities: To acquire the basic skills essential to all other learning; to develop the ability to think in a rational manner; to be able to understand how wise choices or decisions are made; and to develop those attitudes essential to a productive, rewarding, and satisfying life.

The Council of Chief State School Officers subscribes to the purposes of education, and believes that Career Education, as defined in the opening

paragraph above, will provide a vehicle that can lead to accomplishment of the purposes.

As HR 11023 is written, it will assist the various states to attain many of the purposes embodied in the definition. HR 11023 also is consistent with several recommendations that have been made to and accepted by the Council of Chief State School Officers at its recent meeting, some of which seem especially appropriate in the context of this hearing:

The Council commends the National Advisory Council for Career Education for its effort to develop legislation for Career Education.

The Council continues to support the concept of a separate title for Career Education in legislative bills.

The Council recognizes the need for involvement of Chiefs in the development of legislation, and encourages all parties involved to take whatever actions necessary to facilitate such involvement.

In my own state I have had an opportunity to review HR 11023, and I know that many of my counterparts in other states have done likewise. I also know that the federal legislative staff person in our own Council offices has received considerable information from the states relative to HR 11023. And the feedback from the states has been positive. As a result, we want to indicate our support of this legislation. We would, however, direct the attention of the Subcommittee to "Appendix B," which contains several recommendations for changes that have been received from various states. We would request that "Appendix B" be made a part of the record of this hearing. We would also point out that individual states may well have communicated specific concerns directly to the Subcommittee or the Chairman. We would respectfully ask that these be considered as this body continues its deliberations.

In conclusion, I would like to state that time is appropriate and we are ready to implement career education throughout the nation. There has been much effort and utilization of many resources (mostly human resources) for the research and demonstration of career education. The states will be developing state plans for career education, and will be ready to implement these plans, using the best of programs, practices, and materials currently available and those that can be developed in the next several years. The wide acceptance of career education by students, parents, community members at large, and educators, indicates a readiness for nation-wide implementation of career education.

Thank you.

[APPENDIX A]

CAREER EDUCATION, A POSITION STATEMENT OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

(Prepared by the Committee on Career Education and a Special Task Force of the project, "strengthening State Leadership in Career Education.")

COMMITTEE ON CAREER EDUCATION, COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Robert D. Benton (Iowa), *Chairman*

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SPECIAL TASK FORCE OF STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION

Jim Athen (Iowa)
Paul Bennewitz (Arizona)
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Barbara Gutheil (Vermont)
Emil Mackey (Arkansas)

William Weisgerber (Michigan)

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FOREWORD

The process of transition from childhood to adulthood—the process of growing up—has never been an easy one. But it is somewhat paradoxical that, in an era in which exists an abundance of knowledge, sophisticated technology, and virtually instantaneous communications devices or techniques, the process of transition from childhood to adulthood remains difficult.

Young people, because of the modern devices with which they are surrounded, are literally inundated with facts, information, and other necessary "tools" even before they enter the formal school setting. It has been observed, with a high degree of validity, that youngsters entering the first grade today do so with more basic knowledge than many high school graduates of a generation or two ago possessed when they left the high school environment. In similar fashion, first-graders today are highly conversant with the numerous components of a technology that was only dreamed of a generation or two ago.

In short, the young people in our schools and society are rich with information. And as a result, one might assume that the transition from youth to adulthood would be made easier. Yet this is not the case.

With all of the apparent positive aspects of their environment, together with the abundance of knowledge and information, many young people in our schools and society remain experience poor. Children and youth, whether by design or accident, are often not involved in adult kinds of activities—activities that are needed to help young people to better understand themselves, their education, their relationship with society, and their relationship to the world of work.

Young people often experience difficulty in determining who they are, where they want to be going, and how they might expect to get to where they want to be. The schools must be able and willing to assist the young people to develop awareness, but the schools alone—the insulated and isolated classroom—cannot be expected to accomplish the task. Those elements of society that are external to the schools, but which are an integrated part of the young person's life, must also be brought into the educational process. The home, the family, the community, the business/labor/industry/professional segments of society—all must assume and accept the important roles which are theirs, and help young people experience those activities that will develop the needed awareness and attitudes, and which will provide rational bases for the choices—decisions—that young and old alike are called upon to make as they proceed through their life careers.

It goes without saying that the cost of providing an education that is suited neither to the needs of the individual nor to those of society is high. But while the immediate cost to society is high, the long-range costs assume even more gargantuan proportions. Every individual who cannot cope with self, with education, and with the world of work causes extremely valuable, and not unlimited, resources to be drained from society. Unemployment lines, welfare agencies, drug centers, and corrections institutions are filled with individuals who have not been provided with the experiences which are needed in order to prepare one to meet and overcome challenges, and to truly allow the individual an opportunity to become producing as well as contributing member of society. Clearly, this type of condition cannot be tolerated in our modern society.

Career Education, as a major emphasis in American education, represents a response to the call for basic changes in the educational system that are urgently needed. [illegible] the relatively brief time since the concept was introduced, it has been met with a very high degree of acceptance. The Council of Chief State School Officers believes that the concept of Career Education offers considerable promise for resolving some of the problems that have led to a call for reforms in American education. The Council is therefore pleased to issue the position statement contained in these pages.

Career Education: What is it?

Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes an aware-

ness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

While it is not likely—or desirable—that all people would agree what should be learned in the name of education, most would likely agree that there are several basic purposes inherent in the educational process. The educational process should provide learner with opportunities: To acquire the basic skills essential to all other learning; to develop the ability to think in a rational manner; to be able to understand how wise choices or decisions are made; and to develop those attitudes essential to a productive, rewarding, and satisfying life.

The Council of Chief State School Officers subscribes to the purposes of education, and believes that Career Education, as defined in the opening paragraph above, will provide a vehicle that can lead to accomplishment of the purposes. In addition, the Council believes that:

CAREER EDUCATION IS FOR ALL LEARNERS

Career Education is not for any economic, social, ethnic, ar ability group. It is for learners in ALL economic, social, and ethnic backgrounds. It is for ALL levels of ability. It is learner centered, and seeks to achieve the goals of justice and equality of opportunity in education.

CAREER EDUCATION IS IN ALL LEVELS OF EDUCATION

Career Education is included from kindergarten through university education and in adult continuing education. It is infused into the regular curriculum and it enriches the traditional disciplines.

CAREER EDUCATION INCLUDES ALL WORK—BOTH PAID AND UNPAID

Career Education provides job-entry skills to all learners prior to or upon leaving the educational system. It provides awareness of all occupations and professions. It provides preparation for those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence.

CAREER EDUCATION INCLUDES THE TOTAL COMMUNITY

The environmental and resources for Career Education include both the school and the total community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

CAREER EDUCATION IS LIFETIME EDUCATION

Career Education is education that is intended to meet career needs at every stage during one's life.

Career Education: Who is involved?

Since Career Education represents a concept whose general purpose is to provide students with a better education, then it is only fitting that students be the primary clients (or beneficiaries) of this new effort. And students are, indeed, the target audience for Career Education. However, in order for students to be exposed to Career Education concepts, various other groups must be actively involved. These include:

STUDENTS

Career Education is designed to provide ALL students—including adult learners—with more credible, realistic and functional learning experience throughout the school system. Career Education concepts are for first graders . . . for fifth graders . . . for twelfth graders . . . for community college students . . . for technical training students . . . for university undergraduates . . . and for adult and continuing learners. Career Education is for all students—regardless of intellectual ability, economic background, race, or ethnic origin.

PARENTS

One of the basic premises upon which Career Education is based is that parents will become actively involved with school activities and projects. Parents are increasingly playing a *collaborative* role by emphasizing the home, in part, as a family work place and as a major influence in life careers. Additionally, through Career Education efforts, parents are becoming increasingly more involved in such cooperative capacities as guest speakers, teacher aids, career observation tour chaperones, and as members of active advisory councils. Not only do parents represent a rich resource of talent and knowledge, but participation of parents in school activities has a tremendous positive psychological and motivational effect on their children.

EDUCATORS

Career Education ideas cannot be implemented without the understanding and interest by classroom teachers, building principals, district superintendents, and school board members. And understanding how Career Education can be of benefit to the students is not something the educational community can be expected to know by osmosis. Teachers at all grade levels and in all subject areas (as well as counselors and administrators) must be provided with opportunities to attend orientation seminars, in-service workshops and other activities designed to acquaint them with the techniques and potential of Career Education. Career Education is not keyed towards any particular subject areas—academic classes, social studies, vocational programs, and fine arts classes should all tie in with and impact on Career Education. Therefore, ALL teachers need to be involved with implementing Career Education within their regular subject areas.

COMMUNITY

A significant part of Career Education has to do with providing students with meaningful understanding and awareness of the world of work. In order to accomplish that, representatives from business, industry, and organized labor must become tuned in to the needs of Career Education and need to be willing to provide continual support in the form of observation tour sites, guest speakers, instructional aides and materials, work stations for on-the-job training programs, assistance in developing new curriculum and individuals to serve on community advisory councils. Career Education cannot be implemented with any great success unless community support is active, enthusiastic and aggressive.

It should be clear that Career Education is not perceived as just another program existing in isolation of the rest of the school process. Career Education is a concept that is integrated into and throughout the existing educational structure—in all subjects, for all students, and involving parents, teachers and the community at large.

Career Education: Why?

Throughout the history of our nation, the efforts of both youth and adults to identify and engage in activities that contributed to their own well-being have been, by and large, through their life's work.

Our nation, however, is now in the midst of a worldwide revolution in technology that is causing major changes in both values and in standards of living—in essence, major changes in lifestyles.

The accelerated rate of change challenges education specifically to provide all individuals with more assistance in developing an ability to cope with the changing lifestyles and to contribute, in productive and satisfying ways, to the society in which they live. This challenge calls for every effort that will increase the ability of individuals to develop their own potential, to contribute not only to their own well-being but to the well-being of their society.

A major purpose of education must be that of facilitating the career development of the individual it serves. Career Education provides the stimulation and support for those specific educational objectives which assure that each student has an opportunity to became more productive and satisfied through

the way he or she contributes goods or services—the job(s) held (paid or unpaid). Career Education offers to the educational community and to the community at large the stimulation, the emphasis and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society.

Career Education: A lifelong process

The concept of Career Education will not be new to the many discerning individuals who recognize and understand that learning is a lifelong process, and that no one, either consciously or unconsciously, can stop learning. Career Education is an instructional strategy designed to meet the career development needs of *all* individuals. It therefore must be provided for individuals at varying stages of life.

Career Education is predicted on a belief that both education and the work that education prepares us for can be meaningful, satisfying, and rewarding to our lives. It is also based on an assumed ability to create a learning environment that meets career needs of young people and adults in all settings—and at any point in their lives. Such an environment would make educational opportunities—at all levels—available to every individual wishing to learn, whether for vocational purposes or for avocational pursuits.

The "open door" policy of Career Education acknowledges that individuals change occupations or jobs three to five times during their careers, either because of personal changes or changes in the employment market. Career Education will assist individuals in developing competencies and acquiring skills needed at every successive career stage.

[APPENDIX B]

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

SUGGESTED CHANGES IN HR 11023

Page 1, Line 11: The use of the word, "job" may cause some misunderstanding. We would recommend that it be changed to "career." We would also recommend that preparation and placement be included as components of career education at the secondary level. (Note: This applies also to Page 14, Lines 10-14.)

Page 3, Lines 6–10: For the more sparsely populated states any kind of allocation based entirely on percentages will cause problems. We would recommend that the Subcommittee consider this and include provisions for an appropriate and practical base, in order to insure at least the proper administration of the provisions of this Act and the requirements of the approved state plan.

Page 4, Line 16: Change to read "Act, and for staff *as necessary* to assist such coordinator. At least one professional person on the career education staff shall have training in guidance and counseling."

Page 4, Line 12: As the Subcommittee is well aware, the organizational structure of state education agencies vary, and while the intent is to delineate a responsibility pattern consistant within the states, we would prefer that the discretion be within the domain of the Chief State School Officer.

Page 6, Line 17: Change "grades one through ten" to "grades K–12."

Page 6, Line 20: Change "grades eleven through fourteen" to "grades seven through twelve."

Page 7, Line 6: Add "and/or educational consortiums of local education agencies."

Page 14, Lines 15–16: The definition used here refers specifically to Puerto Rico and the District of Columbia, but does not recognize the Virgin Islands, Guam, American Samoa, or the Trust Territory of the Pacific. We would recommend that the Subcommittee consider this and include the areas just noted so as to make funds available to them.

Chairman PERKINS. Thank you very much.

We will go ahead now with the next witness, Dr. Dana Whitmer.

STATEMENT OF DANA WHITMER, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Dr. WHITMER. Thank you, Mr. Chairman, for this opportunity to testify. With me is Dr. Shirley Hansen, on the staff of the American Association of School Administrators.

I would like to point out that our association does represent approximately 20,000 school administrators throughout the United States. I am not going to try to paraphrase all of our testimony, since it will be a part of the record.

I do want to emphasize that our association does support this bill, does support the concept of career education, does support the idea that career education is not something separate and apart from education, but really an integral part of education, something that should go on during most of the day.

We believe that the experimental work that has been done in public schools since 1968 has led us to the point now that the next step is desirable, and we see this next step as this bill of providing the provisions of this bill which can bring about that next step.

We would urge the committee to give consideration to the importance of this service education for administrators as a necessary ingredient to the full flower and development of career education.

We do appreciate this opportunity to express these views, Mr. Chairman.

And I would just like to take just a moment or two to change hats and speak as the superintendent of schools in Pontiac, Mich., one of the six school districts in America that were part of the consortium that 5 years ago worked to develop career educational instructional units for use in American public schools. We do have in our school district about 100 instructional units that are used every day, career education units. As a matter of interest, let me just speak about two of these briefly.

I hold in my hand a career educational instructional unit entitled "Barries, Gold and Credit Cards, Forms of Economic Exchange." This is a second grade unit. It takes 3 and two-thirds hours of instructional time. But let me talk about the topics or just mention the topics so that you can get some flavor of what instruction the children are exposed to in career education in the second grade.

The first topic is bartering, a form of economic exchange which can be inconvenient. The second, bartering, money facilitates trade. Third, comparative costs of items. The fourth, substitutes for money. The fifth, jobs of bank employees. The sixth, savings and borrowing. The seventh, deferring awards by saving. And the last unit, various economic rewards for working.

Now, these are second grade instructional materials because career education requires that you build from the very beginning the attitudes, the understanding that children need in this important field.

I will mention another unit. This is a fifth grade unit. This is in use in our schools. This was developed by the consortium. It has 6 hours or it takes 6 hours of instructional time. It is entitled "Careers, You and I." And these are the kinds of things that the fifth grade

students study—school experience, occupations, employee school experiences, future school experiences utilized in occupations, identification of solutions and consequences of these solutions for problem situations, recognizing the problem, developing steps to solve the problem, devising a plan to solve a problem. And there are others that I will not take the time to mention.

This gets into the business of helping young people develop decisionmaking skills which are essential ingredients in choosing a vocation, in getting ready for careers, and certainly an integral part of career education.

It is interesting to note that we have now over 100 teachers in our school district that are making use of all of these that are appropriate to their grade levels. They are being infused into the regular curriculum, and the evidence we see of success is that there is continual growth in the number of teachers that use these, a high level of student interest and a high level of student awareness as a result of using these uits.

Let me just mention one other activity in which I think you might be interested that is illustrative of things that public schools can do in this field. And again, I refer to the Pontiac School District where we have a Pontiac adult learning system in our operation. It is called PAL, and it is for high school students, and the high school students can register for this course and get credit for it toward graduation. And it does two things. If a high school student takes this course and gets instruction, instruction in vocations, in problem solving, in planning his own life, a big part of which is planning his vocational life. This is class work, teachers. And the other part of it is an experience out in the field. These kids are assigned to a worker in Pontiac.

I have had children assigned to me as the superintendent of schools, or the city manager or the city government, or part of private enterprise, and these young people spend 1 to 2 weeks, and hour or 2 a day with the individual assigned him, and in that time they get to see what he does, they get to talk to him about his problems, his lifestyle, how much he earns. It is a broad overview of a certain kind of vocation in which he thinks he has some interest.

This is an extremely brief description of this, but you would be interested in these statistics.

Two years ago in the program, when the program started, we had ten students enrolled, and today there are 500 students of our school district in this program. We have had to expand the number of periods during the day that are available. We started out fully funded under part D of the Vocational Education Act. The local district now is paying half of the cost of this because when the students enroll in these courses they do not take some other courses and your instructional staff is available to do this. And we have 17 graduates who have been through this program, and we follow them closely, and we know that the plans they made for their future life and their preparation and selections of vocation are plans they are following.

So both from the standpoint of our belief as an association of superintendents and administrators, and from the experience that our school districts are having, the experience that I have illustrated by

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talking of the Pontiac School District, would certainly give strong support, Mr. Chairman, to this legislation.

Chairman PERKINS. Without objection, I want to request that the statement submitted by the gentlemen and the lady be placed in the record. I think that will be helpful to us.

[The prepared statement of Dr. Whitmer follows:]

PREPARED STATEMENT OF DR. DANA WHITMER, PRESIDENT-ELECT DESIGNATE, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, AND SUPERINTENDENT, PONTIAC CITY SCHOOLS, PONTIAC, MICH.

I am Dana Whitmer, President-Elect Designate of the American Association of School Administrators and Superintendent of the Pontiac City Schools, Pontiac, Michigan. I am accompanied today by Dr. Shirley Hansen who is on the staff for the American Association of School Administrators. It is a distinct pleasure to appear before the Committee today on behalf of the American Association of School Administrators.

This Association represents approximately 20,000 superintendents and other administrators. It provides the only avenue for the superintendent to speak with a concerted voice on matters affecting local school districts.

On behalf of these people, then, I wish to commend the Chairman for bringing forth legislation that addresses itself specifically to carrer education. The American Association of School Administrators strongly believes in the concept of career education. The approach set forth in this bill, HR 11023, of infusing career education into the curriculum is the most effective means of communicating the concept that career considerations are pervasive in many aspects of one's life style. Career education cannot be taught from 1:10 to 1:30 in the afternoon as a separate entity and be effective. Career education must transcend and break down the destinctions between vocational and academic learning programs and blend them so that all learners at all levels of instruction are served in the interwined goals of productive careers and rewarding lives.

On the surface, it seems obvious that the education experiences of our students should fit their subsequent employment and should provide a smooth transition between full-time schooling and full-time work. It is equally obvious that in many instances this does not happen. A closer look at the gap between the ideal and the real shows some of the problems facing educators as they seek to attain this fit. For example, changing technology and changing sociological demands make it difficult to anticipate all employment opportunities and their ramifications. Nevertheless, much can be done. Educators are not always sensitive to employment requirements and do not necessarily foster the communication with the potential employers that will keep both groups attuned to the need for continuing adjustment in career preparation. The philosophy of career education can undergird curriculum revitalization and bring about a relevance that will help to expedite a smoother transition from school to work.

Career education got its first federal recognition and authorization under the aegis of vocational education. A 1968 amendment to the Vocational Education Act (Part D—Exemplary Programs and Projects) provided the Commissioner with the discretionary authority to use up to 50% of the funds available to each state under this provision for research, demonstration, and training programs. Under this authority, the United States Office of Education proposed allocating these funds to states if state allocations and federal funds under Part D were used to develop career education.

The Office of Career Education within the Commissioner's office in the Office of Education was established under the Special Projects Act of the Educational Amendments of 1974. This Act also authorized grants for demonstration projects and exemplary programs as well as mandating a survey of career education programs and projects. The sum of $10 million was ultimately appropriated to fulfill the provisions of this Act.

It is now time to take the next step. Based on career education demonstrations and the survey results, the states should now move ahead with plans, structures, and in-service provisions to assist local education agencies in infusing career education into curriculum offerings. This bill does just that. It provides

the start up incentives for the state education agencies to develop career education programs and, at the same time, assures that most of the dollars in subsequent years will reach the local education agencies so that the program will indeed impact on America's boys and girls.

On behalf of the American Association of School Administrators, I would urge the Committee to give further consideration to the need to train administrators in career education implementation. The support and encouragement of the administrator to the teachers in bringing about curriculum change is critical. That support, that encouragement, and, indeed, the enthusiasm necessary to foster change at the district and the building level will not be there if the administrator does not fully comprehend the dynamics of the change and the need for it.

HR 11023 does address itself to the need to assist local education agencies through in-service education. We believe it would strengthen the long range intent of this bill to explicity stipulate the need to provide in-service training for administrators.

I wish to thank the Chairman and Members of the Committee for the opportunity to appear before you today and offer these remarks for your consideration on behalf of the American Association of School Administrators. With your permission, I would like to conclude by offering a few informal observations as the superintendent of the Pontiac City School system which was one of the six local districts in the nation working under the federally funded Comprehensive Career Education Model.

career education in michigan

an introduction

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This publication was developed cooperatively by the Michigan Department of Education and the Michigan Career Education Consortium.

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MICHIGAN CAREER EDUCATION

Input from the Michigan Career Education Consortium was coordinated by Leslie H. Cochran, Director of the state funded in-service program on "Creating an Awareness and Understanding of Career Education."

MICHIGAN CAREER EDUCATION CONSORTIUM

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Eastern Michigan University	University of Michigan
Ferris State College	Wayne State University
Michigan State University	Western Michigan University

Edited by John K. McCurdy

Michigan Department of Education
July 1975

career education in michigan

an introduction

introducing: "an introduction"

The purpose of this introduction is simple, while its scope is extensive and somewhat complex.

The purpose is to help you understand career education as it relates to your position as a member of the Michigan career education system.

The complexities of career education will become obvious, but to some extent they are apparent complexities, because we are dealing with an educational approach that by necessity has created its own language.

It is our hope that this introduction will clarify the language so we can deal with the concepts. If we succeed at that perhaps dealing with the structure, and your role within that structure will be somewhat easier.

brief notes and things that come first

You probably have this copy of "Career Education in Michigan: An Introduction" because you are going to be involved with planning, implementing or administrating career education in your district.

Career education exists in Michigan as a result of extensive efforts on the part of many people. Its legal existence was created by an impressive majority action of the Michigan Legislature. That action now is known as Public Act 97.

The reason this "introduction" has been written is that Public Act 97 of the Public Acts of 1974 contains some strong unmistakable language. Its section number seven says:

> "Beginning with the 1975-76 school year each local educational agency shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program. . . ."

That being the case, very shortly you

will become involved with career education in Michigan. You probably have already heard a lot about career education. You may have your own notions good or bad about the idea. You may be enthusiastic or uncertain.

In Michigan as elsewhere, proponents of career education have been faced with a particularly sticky problem. By saying "we need career education" it seems to imply that the educational system we have relied upon in the past was ineffective or just partially effective.

Were the whole subject approached in that fashion, it is unlikely career education would have been adopted by the Legislature, let alone meet with any favor among local educators and community people.

Too, if our educational systems were ineffective it is highly unlikely the United States would exist as a nation.

Career education *does* ask one to do a certain amount of restructuring of his or her thinking about education. But it *does not* seek to throw out or replace the elements of public education we have worked with. In truth career education merely asks us to expand our notion of *what* education is supposed to do and *how* it is supposed to do it.

Career education acknowledges that our educational systems have developed the strategies and tools to effectively educate. It seeks to use these tools to achieve life-long goals based on a more complete notion of helping individuals answer the questions "Who am I?, What do I want?, What can I do?, How will I do it?"

The terms used in the career development part of the career education model are: self awareness, career exploration, decision-making, career planning and placement.

In the Michigan model, career education is merely a matter of combining "career development" with the traditional bases of education — academic, vocational and technical education. These last three aspects of education are most conveniently labeled "career preparation."

In short then, Michigan career education is the combination of what we already have, "career preparation" with the concepts of "career development." It is basically the application of career education principles to an

already highly-organized, well-structured system oriented to "career preparation."

The four elements of "career development" are to some extent self-explanatory. Again they are:

self awareness and assessment
career awareness and exploration
career decision making
career planning and placement

A description of "career" is needed to make these concepts of career development meaningful. In the Michigan context, career refers not only to a paid job, but to a life-long succession of roles a person will experience. In this context, a career is a life. It encompasses every activity a person will experience. The Michigan model of "career education" contains its own definition of a career:

[career education is] ". . . the system which delivers the skills and knowledge people need to explore, understand and perform *their various life roles – as student, worker, family member and citizen.*"

As educators we cannot hand out "fulfillment." That is something a person can reach only on his or her own terms. But as career educators we can nurture the idea that education and the resultant involvement with a career can be ultimately more fulfilling if a student has gained the tools of career development — to continually maintain the notion of who he or she is, what particular traits and abilities make that person unique, and how to assess and structure each life role for more fulfilling consequences.

notes on the career education movement

Career education had a name long before it had a definition. The name was coined in 1970 by Dr. Sidney Marland, then U. S. Commissioner of Education. He called the unifying force for achieving a higher degree of relevancy in education "career education."

Without actually defining it or describing its basic characteristics in any great detail, the U. S. Office of Education began to finance pilot programs across the nation in an effort to find an operational definition of career education.

The period between 1970 and 1973

saw the development of many differing concepts of what career education should be and what it should do.

A clear-cut result of all the exploration into concepts was that the nation as a whole would not have a single definition of career education. It became obvious too that the design, implementation and administration of career education programs would take place at state and local levels.

In general most states that have developed career education systems have done it on the basis of some broad generally accepted positive concepts.

Among those concepts are the notions that: career education would be a broad approach to an education, a system in which all participants in the educational process would be included; career education would be applied throughout life; it would increase an individual's ability to think, evaluate, decide and adapt to his or her life roles; career education would help each individual develop positively throughout life according to his or her own needs and abilities.

The enthusiastic and ambitious goals were perceived to be attainable and one-by-one career education systems began emerging.

michigan's progress toward career education

Michigan schools began developing the concept of career education with several pilot projects in 1970 and 1971.

At the time the Michigan Department of Education was considering a commitment to career education, the federal government was supporting these early efforts.

Operating under a U. S. Office of Education grant the state of Michigan began preliminary work on coordinating these local efforts into a comprehensive career education model. Research objectives under the grant were two-fold: to develop an operational model for career education and a plan for dissemination of the model.

Local and state developments continued, and then the Michigan Legislature passed a career education law which was signed into law in May, 1974. This act established career education in Michigan and is known as Public Act 97.

an explanation of the concept

As we said in Section I, career education means we apply the concept of career development to the existing structure of career preparation.

Career development may be defined as that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to plan, explore, and establish life roles.

Career preparation is that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to perform life roles.

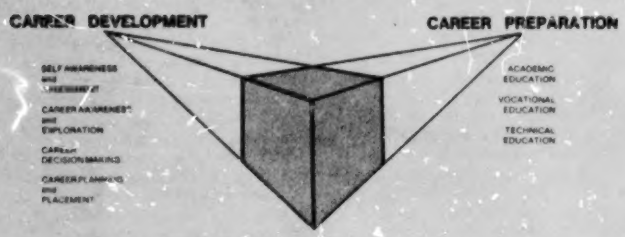


FIGURE 1

self awareness and assessment

Self awareness refers to assisting individuals to understand themselves and others. This component can be further broken down into the following goals.

- the ability to acquire information about personal characteristics of self and others
- the ability to understand and accept uniqueness of self, and past and future change
- the ability to recognize the interactive relationship of individual and group roles
- the ability to understand the relation of self to values
- the ability to understand the importance of self-goals based on self-knowledge

The develooment of self awareness is the process of developing each of the above abilities in the individual from kindergarten through the adult years. Such a process would result in an individual who is able to use self-knowledge in making career decisions and career plans.

career awareness and exploration

Career awareness refers to the interdependence of family, citizen, leisure and occupational roles; home, school, work, and community settings; and the various events such as job entry, marriage, and retirement, which may occur during the life stages of individuals. This component can be further broken down into the following goals.

- the ability to understand the variety and complexity of careers
- the opportunity to identify and explore alternative leisure, occupational, citizen and family roles and settings
- the ability to identify the characteristics of the preparations for various careers
- the ability ot identify educational alternatives
- the ability to understand the relationship of one's career to one's lifestyle

Each of the above goals takes shape in the learner as he or she moves from kindergarten through adulthood. The process of career awareness and exploration helps an individual be able to

make career choices which are compatible with his or her lifestyle.

career decision making

Decision making refers to the skill of applying one's knowledge to a rational process of career choice. This component can be broken down into the following goals:

- the ability to formulate and evaluate goals
- the ability to identify, gather, and apply information
- the ability to identify and select alternatives, and to use them in making decisions
- the ability to understand how one can influence his or her future by making decisions and acting on them

Each of the above abilities takes shape in the individual as he or she moves from childhood through the adulthood years. This process of career decision making would help an individual direct his or her own career through realistic planning.

career planning and placement

Refers to the skills necessary to develop and implement systematic programs to reach career goals. This component can be divided into the following goals:

- the ability to acquire prerequisite skills and knowledge to implement career decisions
- the ability to relate one's interest and aptitude information to careers
- the basic work habits and attitudes necessary for entering occupations of one's interest
- the ability to acquire skills necessary to gain and perform in one's chosen career

The process of career planning and placement takes place in the individual along the above lines. Such a process prepares the individual for placement consistent with his or her career plan.

career preparation

Career preparation consists of the acquisition of those knowledges and skills gained through formal and informal

experiences in existing school programs.

Examples of these existing school programs are:

- the academic programs (math, science, social studies, etc.)
- the vocational programs, and
- the technical programs.

Career preparation is intended to provide the basic skills and employment skills necessary for individuals to effectively fulfill their life roles.

the michigan career education commission

This concept of career education was adopted by the Michigan Career Education Commission in its concept paper which later was approved by the State Board of Education on January 8, 1975.

Public Act 97 established the 20-member State Career Education Commission. Its members include representatives from labor, business and industry, a non-educational state agency and intermediate school board members and administrators, a community college district, a four-year college or university, a neighborhood education authority, the State Advisory Council for Vocational Education, parents, teachers, counselors and students.

The Commission acts in an advisory capacity to the State Board of Education. The Commission is required by law to develop a set of guidelines for career education, recommend a professional development plan for career education, derive a cost estimate for implementing career education, and recommend a procedure for evaluating career education.

The definition of career education was deliberately created to be broad enough to encompass all elements of the Common Goals of Michigan Education.

Those goals stress the aquisition of basic skills, preparation for social participation and change, ability to think creatively and critically, development of a strong self concept, and the gaining of occupational skills.

the michigan career education consortium

To assure that the professional needs

of Michigan's existing and future school personnel were incorporated, the Michigan Department of Education helped to organize the Michigan Career Education Consortium.

The purposes of this team approach are two fold: to simultaneously improve the universities' capability to assist local educational agencies with their in-service needs while insuring a proper interface with preservice programs.

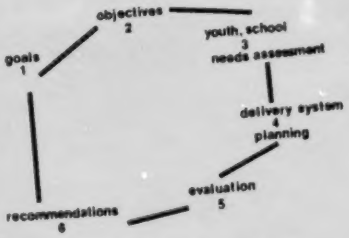
The consortium of universities and colleges is responsible for establishing a personnel development program for career education. The consortium will work with individual schools to assist their staff members in developmental needs (personnel and material) for instituting career education.

the goals

Regardless of the strength of the theoretical foundations upon which career education is built, the most important outcome is that actual learning takes place, both in and out of the classroom. The intent of this section is not to prescribe what that learning should be, nor to dictate how it will be accomplished. Such activity is the prerogative of the individual school districts, their personnel, the learners, their families, and the community at large. What you will find in this section is a description of how the various components and factors involved in implementing a career education program are most commonly used.

As in most undertakings, it is necessary to know where one wants to go before starting a journey. Goals first must be established, broad statements reflecting an overall philosophy and direction. From those, more specific objectives can be derived; these can be operationally stated, with specific criteria for achievement. Once objectives are known, planning can proceed, taking into account the resources that are available.

The result of this planning should be a selected set of strategies for achieving objectives, as well as a system for evaluating whether the objectives are achieved or not. The system then is ready for operation. Evaluation, during and after implementation, is the basis for making any changes in the system.



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the instructional program

The infusion process is a series of steps a teacher or counselor can follow to identify where, in existing instruction and guidance programs, they can assist students in reaching career development outcomes.

The first major step in the infusion process is to identify the desired outcomes for the lesson or guidance activity being developed. "The Reference Guide: Career Development Goals and Performance Indicators"* serves as a resource of career development outcomes. By combining selected career development outcomes with selected subject matter outcomes, a teacher establishes the basis for planning career education curriculum; likewise, counselors may infuse selected career development outcomes into existing counseling and guidance programs.

A second major step of the infusion process involves identifying the activities and resources a counselor or teacher may utilize to reach the desired outcomes. Additional resources such as a collection of ideas for activities, a guide of commercially produced materials, or a guide of community resources will aid in planning career education lessons or guidance activities.

Suggestions for using the "Reference Guide: Career Development Goals and Performance Indicators", and the infusion process are described in detail in the "Infusion Handbooks"* for teachers and counselors available from the Michigan Department of Education.

*"The Reference Guide: Career Development Goals and Performance Indicators" and "Infusion Handbooks" available from: Career Education, Michigan Department of Education, Box 420, Lansing, Michigan 48902.

the career guidance perspective

The emphasis on structuring educational experiences around a career transforms the guidance/counseling function to a central and integrated portion of the overall curriculum. At first glance, this might suggest simply an increase in the number of counselors (or aides), and their duties. In fact,

career education implies major new directions for the existing guidance/counseling activity in the educational process. Specifically, the guidance/counseling process must serve the needs of learners throughout the school years and beyond.

The broadened counseling role requires an expanded group to handle the various functions. A "multi-contact" approach to the guidance program involves all the school's personnel in the counseling function. The multi-contact approach spreads across all disciplines, leading to the concept of a career education team, and each member of the team sharing some responsibility for the guidance function, according to his or her own preparation and area of specialization.

This does not imply that all teachers will become professional counselors. Rather, the guidance and counseling function that has always been an implicit function of the classroom teacher now becomes an explicit, coordinated function of the career education team. The new perspectives for career guidance do not imply that the more traditional specialized functions in guidance/counseling will be handled by anyone other than a professional, and certainly do not mean that those functions will be eliminated or reduced. On the contrary, the career education curriculum will require an expanded and strengthened guidance/counseling component in all areas of the educational program.

the career education team

Numerous career education projects around the country, as well as in Michigan, are relying on the career education team approach as a primary planning and implementation tool. Although the make-up of the career education team differs from district to district, the most common members of the team are classroom teachers, guidance counselors, administrators, students and community people.

These team members have differing roles, at different grade levels. The two constant members of the team, the teacher and the learner, will interact throughout the duration of the educational program, while it may be expected that the guidance counselor

and occupationally oriented counselor/specialist will have uneven periods of participation in the development of the educational program of each individual.

The role of the learner, and the relationship of the learner to the other team members will vary. The student's involvement in determining the direction of his or her own career development program should be constant, from the first educational experiences through the last. The nature of this involvement will naturally depend on the individual's abilities and interests. The key here is to prepare the learner for future participation in the career education team's functions by making participation a constant and expanding learner activity which culminates in career decision making.

The teacher's role in career education is crucial. Working with the career education team, other staff members, school personnel in the district, as well as with members of the larger community, the teacher's primary role will be to implement instructional objectives.

Counselors will work with other team members in the design of individualized career programs, contributing the type of data and perspectives which can help to join the instructional program to the learner's overall developmental needs.

evaluation

The goals and objectives which a teacher implements in the classroom should reflect and support the broader goals and objectives set by the district.

To be evaluated, objectives at both the district and classroom levels must be stated in terms of the actual performance of what the learners can do.

This evaluation can be broken down into:

1. the overall evaluation of the career education program itself and, its prerequisite,
2. the evaluation of the individual students emerging from the program.

Program evaluation depends heavily on the feedback from the placement and follow-up components. Successful placement of both dropouts and graduates is of significance, and are valid measures of the educational

program. The activities involved in a placement program are varied and indicate a special responsibility for school personnel. Sample activities might include: (1) developing contact with employers, post secondary and higher education institutions, private employment agencies, the commission of employment security, etc., (2) establishing a clearinghouse for job openings, (3) coordinating with work experience programs, (4) soliciting full-time and part-time jobs, (5) developing student resumes, (6) coordinating job interviews, or (7) providing legal information.

The measurement of learner performance against well-defined objectives which state what the learner must be able to do is central and basic in directing the team's efforts in devising an individualized career development program. Criteria such as the amount of time spent in an activity, the age of the student, or other artificial measures of "achievement" must be replaced by an evaluation system which truly reflects the learner's proven capabilities. The final performance criteria for evaluating the progress of each learner is whether or not the individual can find a place in, progress through, and find satisfaction in family, citizen, and occupational life roles.

In practice, what would career education performance objectives look like? The following chart of sample Career Development Performance Indicators is arranged by outcomes, and by grade level groupings. Adding these to existing subject matter and vocational performance objectives provides a complete set of career education objectives. The samples were arranged in a fashion to illustrate how objectives can be articulated in a continuous developmental stream, from kindergarten through post-secondary and adult education.

This chart is not meant to portray the objectives which you, or your school district, should program. It is only meant as a frame of reference, to provide some idea of the kinds of objectives which could appear in a career education-oriented curriculum. Because the chart was prepared for this limited purpose, you should note that these are samples only, and not a complete

set. To develop a complete set of objectives, you would write objectives for each of the components of career development.

To aid in the development of career education performance objectives, "A Reference Guide: Career Development Goals and Performance Indicators," the Minimal Performance Objectives for Subject Matter areas, and the Vocational-Technical Performance Objectives are available through the Michigan Department of Education.

sample career development goals and performance indicators

components	general goals	sub goals	K-3
self awareness and assessment	acquisition of information about personal characteristics of self and others. acquisition and application of interpersonal skills.	for the individual to recognize similarities and differences between his or her physical, intellectual, and emotional characteristics or those of others. for the individual to identify experiences which utilize interpersonal skills.	for the individual to give (three) examples of his or her physical characteristics. for the individual to list (three) specific activities that involve helping others.
career awareness and exploration	identification and exploration of alternative citizen roles and settings. recognition of educational alternatives and their application.	for the individual to identify the factors that influence citizen roles. for the individual to recognize the variety of types and sources of education and training.	for the individual to discuss why it is important for citizens to take part in their government. to identify (two) sources of education and training he or she now utilizes.
career decision making	skill development in the decision making process. identification and evaluation of options in terms of self assessment.	for the individual to acquire skill in developing options. for the individual to identify and evaluate family, occupational, citizen, and/or leisure options in terms of self assessment.	given a specific task (at home or at school), the individual can list (three) possible ways to accomplish the task. for the individual to recall (three) activities he or she has taken part in over the past year that he or she enjoyed.
career planning and placement	acquisition of knowledge and skills necessary to implement career plans. modification of career plans to maintain consistency with changing career goals.	for the individual to identify and acquire information and skills necessary to gain employment related to identified career goals. for the individual to modify or redesign career plans, if evaluation indicates.	for the individual to role play an interview for a classroom job. for the individual to list some possible reasons for changing plans.

4-6	7-9	10-adult
for the individual to describe how physical and emotional characteristics affect activities.	for the individual to explain why a person's observable reaction in an emotional situation may differ from how he or she is feeling inside.	for the individual to list his or her physical, intellectual, and emotional characteristics that contribute to his or her uniqueness.
for the individual to identify (two) situations in which people he or she knows have demonstrated differences in interpersonal skills and describe how these skills are different.	for the individual to explain why it is important for a person to communicate with others, both verbally and non-verbally.	for the individual to list (3) specific activities he or she can do that involves communicating with others.
for the individual to distinguish between "rights" and "responsibilities" of citizens.	for the individual to describe (two) ways citizens may express their viewpoints.	for the individual to explain how a person can respect someone's thinking even though they disagree with it.
for the individual to identify (three) different places where people may receive education or training beyond high school.	for the individual to identify (three) local agencies providing at least one form of post-high school education or training.	for the individual to compare and contrast (4) post-secondary institutions as to the types of programs offered.
given a specific occupational or leisure option, the student will identify (two) interests that would be compatible with that option.	given a specific interest the individual can identify (two) leisure and (two) occupational options that would be compatible with the interest.	for the individual to compare and contrast the kinds of information he or she would seek about family, occupational, and leisure options.
for the individual to recall (two) activities that he or she would prefer not to take part in again and explain why.	given a specific leisure option, the individual can indicate whether or not he or she has the necessary interests, values, and skills to pursue that option.	given a specific occupational option which the individual might enjoy, he or she will describe what activities involved in that option would be satisfying.
for the individual to interview (two) friends or relatives that interviewed for the jobs they now hold and compare and contrast their interview experiences.	for the individual to identify (three) personal characteristics which would be of value to a potential employer.	for the individual to research (two) potential employers for the purpose of identifying job requirements and factors which contribute to gaining employment.
given an individual's plan for achieving a goal, he or she can list (three) possible reasons the plan may have to be changed.	given a situation in which a person did not progress toward a goal as fast as anticipated, the individual can describe how he or she could have adjusted activities in order to make greater progress.	for the individual to identify (two) different ways a person could channel his or her energy upon attaining a goal.

in michigan

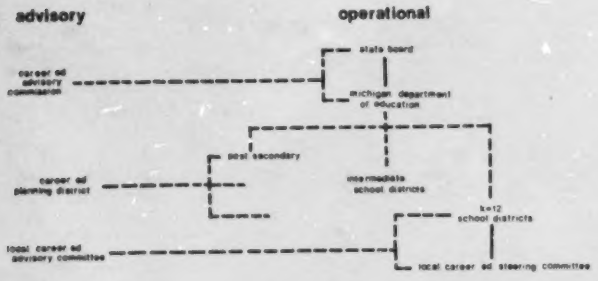
In Michigan, the career education system has been developed to include many elements, to insure a working interplay of the entire society in design, implementation and administration.

Organizationally, there is a fundamental structure involved with the implementation of Michigan career education.

In establishing Public Act 97, the Michigan Legislature established the Commission (discussed earlier) which serves in an advisory capacity to the State Board and the Department of Education.

The Department of Education has utilized the models and concepts from exemplary projects to prepare the state's career education guidelines. In addition, it is to assist the Commission, the Consortium, the career education planning districts, and local school districts to plan and implement career education programs.

career education organization



Michigan is divided into 49 Career Education Planning Districts, CEPD (see-ped), which work with Intermediate School Districts (ISD) to plan, promote and coordinate career education activities within the district.

The Local School District has the responsibility for proposing its district's career education program. Working within the broad guidelines set by the state, the local district can thus tailor its career education plan to fit its particular problems and circumstances.

From this point onward, the curriculum planning procedures for each district will probably follow the usual pattern. After describing the district career education plan and detailing the product objectives for the classroom (which are learner performance objectives), and the process objectives (objectives for the school system), the actual planning and implementation at the school and lesson plan level would be the responsibility of all school personnel.

It is important to note two characteristics of this decision making/planning process. First, local level detailed planning and implementation is placed in the hands of those who know the situation best, the local school staff and their local contacts. Secondly, different school districts are in different stages of development throughout the state, so some programs are involved exclusively in the planning stage, while some are planning and implementing their career education programs.

bibliography

General References

Career Education. U.S. Department of Health, Education, and Welfare (1972)
Pamphlet: .20 U.S. Government
An excellent, brief, inexpensive explanation of the very basic concepts of career education. Most useful for community groups and those who need only the briefest explanation.

Career Education In Michigan, State Department of Education, 1975
The official interpretation of the state's goals and concerns in career education, and an overview of projects within the state.

Career Education: Perspective and Promise. Goldhammer, Keith, and Taylor, Robert E., Charles E. Merril Publishing Co., (1972)

Book:
This book of readings in Career Education contains fairly recent papers, speeches, and statements on a wide range of topics. Probably the best book of readings on the subject, particularly pertinent to those interested in career education theory.

Career Education: What It Is And How To Do It. Hoyt, Kenneth B., et al., Olympus Publishing Company, (1975)

Book:
One of the very first comprehensive explanations of career education, this practically oriented text quickly became the "standard" reference in the early days of career education. Still up to date, it offers practical suggestions for program planners, and some general guidelines for teachers.

Career Education and the Elementary School Teacher. Hoyt, Kenneth B., et. al., Olympus Publishing Company, (1975).

Book:
A book designed to provide concrete guides for including career education concepts in the daily classroom experience.

Career Education in the Middle/Junior High School. Evans, Rupert N., et. al., Olympus Publishing Company, (1975).

Book:
This book provides background information on implementing a working career education program and discusses cooperative implementation approaches.

Career Development

Career Development: Growth and Crisis. Kroll, Arthur Maynard, Wiley, (1970)

Book:
A detailed treatment of the career development process, including sections dealing with such basic concepts such as the self and social reference groups.

Implications For Career Education of Research and Theory On Career Development. Osipow, Samuel H., The

Center For Vocational and Technical Education, Ohio State University, (April, 1972)

Paper:

This excellent paper, presented at the National Conference On Career Education for Deans of Colleges of Education, gives a complete review of the research and theoretical constructs that have been used to undergird the career education movement.

Review and Synthesis of Foundations For Career Education. Herr, Edwin L., E.R.I.C. Clearinghouse on Vocational and Technical Education, Information Series Number 61, VT 014805, (March, 1972)

Paper:

Dr. Herr traces the early precursors in the career development field and draws conclusions from these findings about the most logical way to structure career education programs.

Career Education Guidance/Counseling

Career Development: A California Model For Career Guidance Curriculum K-Adult. California Personnel and Guidance Association, Monograph Number 5, (1972)

Monograph:

This helpful and detailed plan for a careers curriculum is patterned after the comprehensive career education models, and is built around the familiar eight elements/outcomes. The model stresses the role of guidance in the career education program.

Career Development Guidance, Counseling, and Placement Program Content and Operation Manual. College of Education, University of Missouri, (1972)

Papers:

This compilation of the National Training Conference has a detailed description of the various career education models which are in common use as well as an excellent section on program evaluation.

Resources and Personnel Development

Career Education: An Annotated Bibliography For Teachers and Curriculum Developers. Begle, Elsie, et al.,

American Institutes of Research, (1973)

Book:

Besides containing an excellent bibliography on various subjects connected with career education, the introduction is one of the better, succinct statements of career education.

Career Education In-Service Training Guide. Keller, Louise J., General Learning Corporation, (1972)

Book:

Besides an excellent introduction to career education, this book goes into detail concerning the implications of the Comprehensive Career Education Matrix. The most useful portion of the book is a guide to objectives and activities, by grade level, which is correlated with the actual description of such activities in the companion volume "Career Education Resource Guide." Together, the two volumes form the most comprehensive and practical helper for training teachers and other educational personnel that we have seen so far.

Career Education – Implementation

Career Education – A Handbook of

Funding Resources. Ryan, Charles W., Houghton Mifflin Company, (1973)

Book:

Contains useful information about funding resources and preparation of proposals for funding.

Career Education Practice. Budke, Wesley, E., E.R.I.C. Clearinghouse on Vocational and Technical Education, Information Series Number 65, VT 017 221, (December, 1972)

Book:

This book deals extensively with the characteristics of career education models, school-based programs, planning and administrative problems and responsibilities, and operational activities. Most useful for program planners and administrators.

To facilitate the implementation of Michigan's program, the Department of Education is developing the following tools:

"A Reference Guide: Career Development GOALS AND PERFORMANCE INDICATORS" It explains the career development concept in terms of goals and student outcome statements.

A Curriculum Workshop Package, an inservice program designed for counselors, teachers and administrators to; examine the career education concept; develop integrated curriculum; and plan for curriculum implementation.

A Handbook for Career Guidance, to organize guidance teams to plan, develop, and implement a career guidance program based on career development goals and objectives.

A Handbook of Implementation, which facilitates local staff organizing, to plan, implement, and operate a career education program.

A Career Exploration Program, an experiential-based program incorporated into existing curriculum to provide students with broad-based exploration experiences.

A Handbook for Placement Programs, to help administrators, placement coordinators, counselors, teachers, and advisory committees plan, organize and implement a comprehensive placement program.

A Career Education Resource Guide, an annotated bibliography of resources organized according to career development goals, subject areas and grade levels.

Ideas for Activities, a catalogue of activities based on career development goals, performance indicators and grade levels.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. Thank you, Mr. Chairman. I have to take off soon and would appreciate it if I may ask some questions.

I would like to ask Dr. Hansen some questions. It is good to see you again, Sunny.

Dr. HANSEN. Thank you.

Mr. QUIE. You made a good point, I would say, of the fact that we should move towards single job placement as though there is one slot for each individual. But you talked of multipotentials here and the idea that it is not important just to be training for job awareness. Then you mentioned market trends, because to the extent that people have moved toward jobs that are obsolete, it really does not make much sense; it means somebody failed them in their career development, to use the term you suggest we place in the legislation.

At the same time, I have a problem that as you lay out the whole broad spectrum of career development for life, both paid and unpaid jobs, we may have the same difficulty as I think we have in the total of education where our spectrum is so large that we are not teaching kids how to read or write or handle math. And so I want to see in this where we are not laying out the picture so large that we may end up being in the same plight we are now and not doing anything about career education or career development, excuse me.

Dr. HANSEN. I appreciate your question, Congressman Quie. I would just like to respond that I do not believe that career education is all of education. I do think we put limits on career education even with the career development kind of basis for it. But what we do is say we are going to start with a career development, meaning starting with the individual's relationship to work and to work jobs and to occupations. That is our departure point, and there is no question that that is the framework for what I am talking about. But we say it does not include only that, that it includes exploration of work in relation to the other roles that individuals play in a lifetime, so you cannot look at work alone, and job alone, but you look at work and job in relation to these other things that are part of a person's life and cannot be considered in a vacuum. So to me there will be a delineation of career education even starting with the career development concept.

Mr. QUIE. You know throughout this morning there has been one unified position, and that is that on the first page we change "job awareness" to "career awareness." But I have problems with that after sitting and listening here all morning in that we are using a career to define career. I think you begin to help us in the last part of your paragraph where you say "which includes awareness not only of occupations but of self, educational trends and planning process." And maybe we ought to take a look a little further than just substituting the word "career" for "jobs" which really is not definitive at all, and it lets everybody continue with their biases. You are more definitive, it seems to me, when you mention besides occupation, self, educational trends, and the planning process. And then we should decide whether that is to be a part of it or not. And so what I would like to have you do is to give us a definition of career education, or if you prefer to use career development, and if you would put yourself to the task of that, it would help us a great deal. I know from our discussions be-

fore that you have done this work in the past, and this is something that you have come to do lately but not lightly, and we could certainly benefit if you would put it down in writing.

Dr. HANSEN. Not now I trust?

Mr. QUIE. No.

Dr. HANSEN. I will be glad to do that.

Mr. QUIE. If you would send it to us because I have noticed so often in legislation in the past that we never realize the extent to which we are going. We let HEW write rules and regulations way beyond anything which we ever dreamed of. We also, after we pass legislation, find that they write the rules and regulations and miss what we thought was our clear intent. And I think you can be helpful to the committee.

Dr. HANSEN. Thank you. I will be glad to do that.

Mr. QUIE. Thank you, Mr. Chairman.

[Information referred to follows:]

UNIVERSITY OF MINNESOTA, TWIN CITIES,
DEPARTMENT OF PSYCHOEDUCATIONAL STUDIES,
COLLEGE OF EDUCATION,
Minneapolis, Minn., February 17, 1976.

Hon. ALBERT QUIE,
Rayburn Building,
Washington, D.C.

DEFINITIONS OF CAREER DEVELOPMENT, CAREER EDUCATION, AND CAREER AWARENESS

Requested Supplementary Definitions For Congressman Albert Quie To Be Inserted Into Record Of Testimony On Elementary And Secondary Career Education Act, Perkins Sub-committee, February 2, 1976.

Career Development is a continuous, lifelong process of seeking, obtaining, and processing information about self (values, interests, abilities), occupational-educational options, socio-economic trends, and the planning process in order to make decisions about work and its relationship to other life roles for the benefit of self and society.

Career Education is a conscious, systematic, and collaborative effort by educators and business-industry-labor to promote the career development of all persons by creating experiences to help them master the developmental tasks at various life stages through curriculum, counseling, and community.

Career Awareness is that part of career education which increases one's knowledge of self, occupations, training paths, labor market trends, employability skills, and decision-makings process and helps the individual see the interrelatedness of work, family, leisure, and civic roles.

Supplement to Testimony on behalf of the American Personnel and Guidance Association by

DR. L. SUNNY HANSEN,
Professor and Program Coordinator,
Counseling and Student Personnel Psychology.

Chairman PERKINS. Thank you. And let me thank all of the panel. You have been most helpful to the committee and we will work with you in the future.

Our next witnesses are practitioners, Mr. Elwood Cornett. Is he here? Come around, Mr. Cornett.

Mr. CORNETT. Morton could not make it, but Mr. Caudill came in his place.

Chairman PERKINS. All right. Come around, Mr. Caudill. We are delighted to welcome you gentlemen and if you would just proceed and identify yourselves.

Elwood, who is going to start off?

STATEMENT OF OWEN COLLINS, DIRECTOR, CAREER EDUCATION PROJECT, KENTUCKY VALLEY EDUCATION COOPERATIVE

Dr. COLLINS. I am going to start off. I am Owen Collins, director of the career education project, for the Kentucky Valley Education Cooperative. And I will turn it over to Mr. Cornett now to explain a little bit about our geographic region that we serve. Some people have said it is difficult to do career education in the rural mountainous areas, and we would like to present some testimony that it can be done there, Mr. Chairman.

STATEMENT OF ELWOOD CORNETT, EXECUTIVE DIRECTOR, KENTUCKY VALLEY EDUCATION COOPERATIVE

Mr. CORNETT. Thank you. I am Elwood Cornett, the director of the Kentucky Valley Education Cooperative in southeastern Kentucky. The cooperative is a consortium of the schools systems in a number of counties encompassing an area of approximately 100 miles long by 80 miles wide, 100,000 population in some very mountainous terrain. The income is much below the national average and we think we have operated a good career education program there which started 3 years ago today.

Chairman Perkins, it is my honor to deliver greetings to you from your many friends in southeastern Kentucky. Mr. Morton Combs was going to come with us and he had some serious problems with one of his schools and was not able to come, and we are happy to bring with us Mr. Jim Caudill, the superintendent of the Hazard City Independent Schools in his place. Mr. Caudill will indicate some of the support of the various superintendents for career education when it comes his turn in just a moment.

Career education, in my opinion, has had more of an impact on our region than any other curriculum improvement undertaken. Not only in curriculum revision but also in the enthusiasm generated in educators as well as the students. We are very pleased with your efforts to support career education and we think it will meet a very serious need.

We are very pleased to be here, and with that let me turn it back then to Dr. Collins.

[Prepared statement of Elwood Cornett follows:]

PREPARED STATEMENT OF ELWOOD CORNETT, EXECUTIVE DIRECTOR, KENTUCKY VALLEY EDUCATION COOPERATIVE

On behalf of the Kentucky Valley Educational Cooperative, let me express appreciation for the opportunity to appear before this distinguished Committee and to submit reactions to H.R. 11023—the Elementary and Secondary Career Education Act of 1976. Appearing with me today are two other educators from Region XII—Mrs. Lily Kincaid, a teacher from Lee County High School in Beattyville, Kentucky, and Mr. James Caudill, Superintendent of Hazard City Schools. Mrs. Kincaid's comments will focus upon the response of students, teachers, and parents to career education. Mr. Caudill will deal with career education from a local superintendent's point of view, and my remarks will be concerned specifically with H.R. 11023. Mrs. Kincaid will begin, followed by Mr. Caudill, then myself.

Mr. Chairman, I have read with interest H.R. 11023 and your remarks which were included in the Congressional Record on December 18, 1975. I have three comments concerning the bill:

Number 1—I note that the bill proposes that $100 million be made available for program grants in fiscal year 1978; $75 million for fiscal year 1979; $50 million for fiscal year 1980; and $25 million in fiscal year 1981; and that state and local school districts must increase their matching funds for this program over those 4 years. I agree that federal commitment in assisting in the implementation of career education ought to be of a limited nature and ought to decline over time, but I would suggest a longer period than four years.

Number 2—I think that funds should be included in the bill for the expansion of the Office of Career Education so that it can provide technical assistance to school districts when they begin to implement career education.

Number 3—I note that no funds are provided for career education programs in community colleges or 4-year colleges. If funds cannot be included in this bill for those programs, I would hope that such funds could be included in a later bill.

Finally, Mr. Chairman, I think the bill is basically sound. I certainly support your efforts.

Dr. COLLINS. I would like to introduce to this committee Congressman Perkins, Ms. Kincaid, who is a classroom teacher in Lee County, and she will give you some of our testimony at this time.

Chairman PERKINS. Thank you very much.

STATEMENT OF LILY KINCAID, TEACHER, LEE COUNTY, KY.

Ms. KINCAID. Thank you, Mr. Chairman, for the privilege of appearing before this committee and giving you the ideas that I have seen develop as a classroom teacher. I can speak from experience concerning the interest of students, teachers, and parents in what we call career education. And I could not agree more wholeheartedly with the remarks that you made a few moments ago when you said we have had career education for many years. We certainly have.

[Prepared statement of Lily Kincaid follows:]

PREPARED STATEMENT OF LILY KINCAID, TEACHER, LEE COUNTY, KY.

Thank you for inviting me to appear before this committee and to present the responses of Region XII students, teachers, and parents to career education.

For students, teachers, and parents who desire the school years to be vital and worthwhile experiences, career education is the most refreshing idea in recent years. This attempt to provide a link between education and work is seen by many as the best method to relieve the tedium, eleminate the disinterest, and provide reasons for learning.

I hasten to add that I am not offering career education as the panacea to the many problems which beset our public education system. As long as we strive to provide free public education for everyone, we will find our program beset with difficulties. However, our experiences in Region XII with career education for the past three years lead us to believe that it does offer a greater dimension for improving learning than we have been using.

Student reaction to the concepts and approach of career education has been positive. Classroom after classroom in eastern Kentucky has become a veritable beehive of excitement as students become aware of the many areas of work which can make their lives both financially profitable and personally rewarding. Doors to job opportunities have been opened to them which would not have done so with our traditional approach.

A second grade teacher in one of our rural elementary schools at first resisted teaching career education. Having a naturally cooperative attitude and a real interest in any program which could offer inducement to learning for her students, she agreed to teach one career education unit at the beginning of the second semester. Since twenty-three of her thirty pupils were active little boys, she chose to help them to look into the importance of electricity in their every day lives.

The pupils decided to see how many ways they used electricity at school, at home, and on jobs. They began their lists (this activity involved the academic

skills of spelling, writing, pronunciation) at school and the teacher asked them to look at catalogues (Sears, Roebuck and Montgomery Ward) at home that night to find pictures indicating use of electricity. She told me she had hoped the better students would bring a list of twenty to class the next morning. Can you imagine her surprise when one litle boy came in with a list of one hundred forty-two ways to use electricity? The child was literally alive with excitement as he told about both parents becoming interested in his "home work" and how long they all worked together to compile his list.

These students cut pictures of tools used in electricity from catalogues and magazines for a bulletin board. There was no problem in urging the class to read. Since the students were reading with a purpose, the old set times for different activities went by the board. They read for pleasure and learning resulted.

Just outside their classroom windows was one of the poles set by the rural electric co-op; so, their attention was fixed on that. A lineman for the co-op was invited to come to class as a resource person. He wore his usual working clothes, brought his tools, and answered questions which the children had planned prior to his visit. The exciting climax of his visit was to take the class out to the pole and let them watch him climb it for "repairs".

His visit led to a class decision to build a power sub-station and run "lines" to their homes. Empty milk cartons from the lunchroom made perfect "houses". Arithmetic became interesting as the students worked on the dimensions for the station, the height of the poles, the length of power lines to reach the homes.

A "thank-you" note stressed sentence forms, spelling, word choice, margins, neatness, and legibility as each student wrote his letter. The thirty letters were placed in a folder by the teacher and sent to the resource person.

Parents came to visit the classroom without an invitation. Children's enthusiasm had created a new topic of conversation at the family supper table. Often a parent would remark, "I just had to come to your room. This is the first time Sammy has ever talked about school at home." Another said, "All we hear at home is this career education. What is career education? If it can get Larry interested in learning his school work, please do more of it."

This teacher was so pleased with the results from this one unit that she spent the entire second semester building her program on career education. She told me on a visit to her room that she had never worked as hard in her years of teaching, but she had never had a group of pupils to become so interested and involved in learning. Her students attendance rose sharply as the children refused to stay home for fear they would miss something. In fact, she had to urge a few children who were actually quite ill with severe colds to stay at home for a day or so.

One boy had been an especially troublesome student all the first semester. He refused to take part in the class program, or to attempt to do his paper work. But he became quite interested in the different occupations, the tools, the methods of work, and the resource people who came to class and gradually became a totally new person. In the latter part of the year the teacher was talking with him privately about his need to stay with her for one more year in that grade. She told him what good work he had done the second semester, how much he had progressed the last part of the year, and if he had only studied in that manner all year he could have passed to the next grade easily. The child looked up at her and said, "But, Mrs. Wilson, you didn't teach like that the first semester."

A team of six teachers in one middle school helped one hundred eighty students in the eighth grade plan a career education unit on Hospitality and Recreation. The focal point was the operation of a "restaurant" for one week. They studied the various job opportunities in a restaurant, learned the requirements for each job, and participated in the program. Those who served as waiters, waitresses, dishwashers, food handlers of any type went to the county health department and had the same physical examination required for handlers of food. Others used their art classes to make place mats, menu covers, centerpieces for each table, and signs advertising their operation. Others in music classes developed "live entertainment" for the patrons during lunch hour. Students in English classes wrote letters inviting city and county officials, school administrators, prominent citizens of the community, and the regional staff in Hazard to visit their restaurant and eat lunch with them. Several students went to the largest restaurant in town to obtain work experience.

As work in school takes on more meaning to students, parents hear more about what is happening at home. One night a lady whom I knew only casually called me at home and said, "What is this career education that you are doing in the schools? I was asked to visit a class as a resource person. I enjoyed the experience, but what is it?" I explained as best I could on the telephone some of the ideas of the program. She asked many questions. At the end of an hour the lady said, "I must let you go but I have one more question. Why isn't my son getting this career education?" I had to explain that her son was in a class whose teacher we had not yet been able to draw into the program, but when he moved to the next grade he would find very active and energetic programs in career education.

For too long classes have been dependent upon the classic textbook, and students read but often failed to learn. The bringing of resource people into the class to answer students' questions about work requirements, preparation, compensation, and other facts of the job has stimulated more learning on the part of students as they see a connection between their classes in school and the world they will soon enter.

Students in the high schools are now having work experiences with the cooperation of the business community. This is proving to be very valuable to the students. They are developing an understanding of the problems of the business world, as well as reaching some decision in their own lives. It is truly a pleasure for a classroom teacher to walked into a store and be greeted with the remark, "That is a lovely girl you sent to work with us." That makes the planning of released time worth the effort.

Again, I should like to point out that it is not possible in a written report to convey the many positive reactions toward career education by our students, teachers, and parents. To be a classroom teacher working with students within the framework of career education is a job I wish could be shown to each member of this committee. The field trips, the role playing, the interviews are not weakening academics; they are enhancing the acquisition of these skills to a degree we have not seen since the enforcement of the compulsory school law. If career education is the vehicle which opens students' eyes to the multitude of job opportunities; if it leads students to see the relevancy of classroom work; if it provides stimuli for learning and pleasure in so doing, then, truly, we have a tool which should be honored and used to the extent our financial resources will permit.

Ms. KINCAID. Forty, fifty years ago, back in eastern Kentucky, we had teachers who were following many of the principles that we have in today's career education. The terminology has changed with many people, the methods have not.

I deal entirely with senior students in high school. At the beginning of the fall semester when most students come into my classroom they are very happy, carefree youngsters. Their senior year is going to be a wonderful experience for them and they really are not one bit serious about the world of work. After Christmas I always notice a change taking place. They seem to be waking up to the fact that in a matter of 4 or 5 months they are going to be out of the security of that high school and into the world of work. And they suddenly become aware that they don't know one single thing about work. And it is that kind of experience that we in region XI in eastern Kentucky have been trying to combat beginning with kindergarten and going through our 12th grade in high school. We have been trying to make those students aware of possible choices.

And I am thinking about a mother who contacted me about career education. She was very interested in it. She said, "I graduated from a high school right here in region XI. When I graduated there were two choices open to me. I could become a school teacher," and she said, "having seen that in my own family, I ruled it out immediately. The other choice I had was to become a nurse, so I became a nurse."

Now, she said, "I want more than that for my children. I like this idea that you are trying to introduce them to different kinds of work." And that is what we are trying to in the classroom.

Now, when it comes to the technical points involved in career education, I will leave that to the other people on the panel. But I can tell you, as a classroom teacher, with my own students, and visiting in classrooms of different levels of students, the career education can provide a motivating force for those people who are in our schools.

I do not subscribe to the theory that children cannot learn. I subscribe to the theory that they do not want to learn. I am thinking of a particular child now who was not interested in anything in school. His teacher became involved in a career educational workshop and she decided to establish a grocery store in one corner of her classroom. And she said to me what do I do with this little boy who cannot read, this is the third year that he has been in this grade and he still cannot read. I said quit trying to teach him to read. And she looked at me in amazement. I said to make him a stock boy in your grocery store. He became the stock boy and he did not want to give up that job to anyone else. So the idea of reading from books or reading from cans that went on the shelves in the grocery store, it was reading, and he found a reason for reading.

Again, coming back to the seniors in high school, my students frequently say to me in the second semester, why didn't I have any classes in high school that would prepare me to go out and work. And we discussed the fact that English is a basic idea in school, and it is basic to the world of work. But they tell me we don't like the way we are getting it. In career education in some of our English classes, it has opened the door to opportunities that those students would not have had.

I like a point in your bill, Mr. Chairman, and that is the point that provides for more inservice workshops for teachers. Not one of us can teach anything we do not know. Consequently, if we could have the workshops for teachers to acquaint them with the possibilities that they can offer to their students.

Chairman PERKINS. Let me ask you, if you do not mind, just to remain in your seats for 5 or 6 minutes and let me run over to the House floor and answer a quorum call.

[Short recess.]

Chairman PERKINS. All right, the committee will resume sitting.

Dr. COLLINS. Mr. Chairman, I have asked Ms. Kincaid to share one other anecdote in terms of her response to career education as a teacher, and after that I will turn it over to Mr. Caudill.

Chairman PERKINS. Go right ahead.

Ms. KINCAID. This incident is relating to the teaching of a career education unit in a second grade classroom. This particular teacher to a certain degree resisted career education because she had not been involved in any workshops and had actually no firsthand experience with it. But she decided eventually she would be cooperative, so she would teach one unit in career education. Of her 30 students, 22 were wiggling little boys, so she decided to go with a unit on electricity, and she asked the second graders to make a list of as many uses of electricity at school, at home, and jobs as possible. And she was hoping that eventually the children could come up with about 20 in

all, and so she gave them that as a homework assignment one night. And the next day one little boy came in, and to her amazement handed her a list of 140-some-odd uses for electricity. Being taken aback by how a second grader did this, she discovered that his father and mother became so interested in his homework that they had spent a considerable length of time the night before helping him develop his list.

The students then invited an employee of the Rural Electric Cooperative to come to visit their classroom. From him they learned about the tools that were used by various linemen, they learned about activities, and since one of the co-op's poles was just outside of their classroom window, they had an opportunity to go outside and watch the man at work. A great deal of what we call the basic subject matter was included in this unit and we learned that the English class is just not for the research person, but it is important other places for sentence form, spelling, word choice, margins, and a need to be legible. So we do agree that career education strengthens academics rather than competes with them.

The parents became very involved with these career education units and with any number of other units taught by teachers in our school system. We have found that the use of career education units by classroom teachers has been the bond that has cemented a much better relationship with parents, teachers, and students.

Thank you.

Dr. COLLINS. Mr. Caudill will now speak in terms of career education from the superintendent's viewpoint.

Chairman PERKINS. Mr. Caudill, I am delighted that all you came up here. Go ahead.

STATEMENT OF JAMES CAUDILL, SUPERINTENDENT, HAZARD CITY INDEPENDENT SCHOOLS, KENTUCKY

Mr. CAUDILL. Chairman Perkins, we appreciate this opportunity of appearing before you this morning and it is certainly good to see you again.

Chairman PERKINS. Did you have as bad weather down home as we have had up here?

Mr. CAUDILL. The same kind.

And to show our appreciation, we did bring along a fruit jar of Kentucky rural water, which is known far and wide as being a blood purifier and a restorer of health.

Chairman PERKINS. That is a very necessary item.

[Prepared statement of James Caudill follows:]

PREPARED STATEMENT OF JAMES CAUDILL, SUPERINTENDENT, HAZARD CITY INDEPENDENT SCHOOLS, KENTUCKY

Congressman Perkins, and members of the committee, thank you for inviting me to testify before your committee. As Dr. Collins has mentioned, my comments will focus upon career education from a local superintendent's point of view.

For the benefit of the committee, I am speaking for the 11 superintendents of Region XII. Our region is located in eastern Kentucky. The area is predominately rural and mountainous. It includes eight county and three independent school systems. Our regional career education program started February 1, 1973, with a grant from the Appalachian Regional Commission. Since the pro-

gram began, we have seen positive actions taking place in schoolrooms all across the region. Teachers have attended workshops in the summer, meetings on Saturdays, and in-service sessions in their schools. As a result of their involvement, we have noted differences in instructional methods, and, most important of all, we have observed that stuednts have more interest in school.

In short, career education works in Region XII. However, our program terminates June 30, 1976, and we, as superintendents, are concerned that—with the lack of funds and materials for in-service for new teachers—we may slowly lose the momentum which we have developed in career education. So, we see a need for funds for career education programs in teacher-training institutions and would suggest that decreasing federal funds be over a longer period than four years. In some aspects, Region XII may be unique, but it has many similarities with other regions throughout the United States. Without federal support, we could not have implemented career education. I am sure that there are school systems throughout the United States which are ready to implement career education but lack the funds.

Mr. CAUDILL. Mr. Chairman, over the years as parents, teachers, and administrators have observed the experience by preschool youngsters in the learning process, and in all of their activities, and especially in their playing, they bring the same kind of enthusiasm for fun and learning to the classroom in the first grade and they retain this joy of learning and accomplishment in lessening amounts until they reach about the fourth grade. This seems to be the turning point in the child's attitude toward school. Apparently past practices in our approaches to teaching children have caused them in 3 brief years to dislike school and all those associated with it. It ceases to be from the standpoint of youngsters a desirable and happy place to be.

The future of career education in the school subject areas not only accomplishes the objectives of career awareness and exploration, but it also may be a vehicle for making the school once again that fun place to be. This, of course, would result in fewer dropouts and better attendance, and certainly a degree of lessening of vandalism that all of us are experiencing in our school facilities.

During this past 3 years of our participation in region XI, career education programs, I have observed a return of this kind of happy atmosphere in our classrooms that are involved in career education projects. Our greatest concern and fear in region XI is that over a period of time, through teacher attrition, we will have lost the expertise that we have gained through these years of experience with Dr. Collins and his staff in region XI. We hope that in some way our universities will recognize our problems and start preparing teachers to carry on this kind of work and eliminate the need of extensive kinds of inservice programs that we have to take care of now, and that there can be a development of some kind of inservice programs for the indoctrination of new teachers and for the recharging of us older people who may have lost our enthusiasm.

I appreciate having this opportunity to be with you, Congressman.

Chairman PERKINS. Mr. Cornett, I noted you stated that we should write a bill which permits more than 4 years of program funds from the Federal Government. How long do you believe we should provide funds in order to help you implement career education?

Dr. COLLINS. Let me respond to that, if I may, Cangressman Perkins. We have had this project for 3 years now since yesterday, and we have, I think, made tremendous inroads into changing people's attitudes toward education, and methods and techniques of career

education and so on. But there is yet so much to be done that it is almost overwhelming when you look at it from a long-range viewpoint. So to answer your question specifically, I would say at least 8 years on some kind of a decreasing kind of thing, because change comes about so slowly, and to create some change and then to leave it as an island perhaps does not do much.

Chairman PERKINS. There is nothing sacrosanct about what I wrote in the bill.

Dr. COLLINS. Right.

Chairman PERKINS. We were just trying to come up with something that we felt may be realistic. And that is the purpose of these hearings, to see and get the views of people who know more about it than we.

Dr. COLLINS. Right. Well, again, 3 years or 4 years is simply not allowing for that kind of residual institutionalization of the process that is needed. We would say 8 years.

Chairman PERKINS. Now, Ms. Kincaid, I notice that you stated that you have been able to bring career education into your classroom in Lee County High School. How have you done that? I believe that you mentioned an English class, as I recall. Just tell us how you have done that.

Ms. KINCAID. May I switch from English to government, which is the subject I teach?

Chairman PERKINS. All right. Go ahead.

Ms. KINCAID. In January of last year I introduced a career education unit on our national legislative body, and our students read the Constitution and studied the Congress of the United States. And as I had wanted them to do, they said can't we have a Congress. Now, you might not have enjoyed this so much if you had been there watching it. But since I have 3 classes, the class with 36 members resolved itself into the House of Representatives. The other two classes combined to form the Senate. From an alphabetical list of the congressional members, each senior in those three classes selected one Representative or Senator and wrote a letter. Now, you received a letter and we received a reply from you. They did take all of the Kentucky Congressmen. And when they received their material, they organized a mock session of the House of Representatives and the Senate. Role-playing is what we call it in career education. But they did study bills; they did study problems of the Congress; they did study compensation; they did introduce bills. They carried through, to the best of their knowledge, an actual situation that they thought resembled that of the Congress of the United States. And I might say that I got to be President and signed bills or vetoed them. And one bill that I vetoed was introduced by a Representative, and it provided that Ms. Kincaid would not give any tests for the remainder of that school year.

But they enjoyed it, and I do think it is safe to say that they learned more about the people who are in our Congress than if they had just been—well, that is one thing that is not in a textbook. So, with the replies they received from the Representatives and the Senators, and the use of the Congressional Record which we received each day that Congress is in session, and with the Congressional Directory, they learned a considerable amount, and the reading they did

they did not consider reading. Each senior had to make a speech, but his speech could be autobiographical in nature, and they did draw a good many laughs when a student would rise to announce that I am called Perkins, a member of the House of Representatives from Hindman, Kentucky, because, of course, they did not look like the people they claimed to be.

Now, an English class on the 11th grade level had a teacher who became very interested in career education through attendance at a workshop. She decided to combine the traditional research paper with career education; they allowed each student in her class to choose three careers, three occupations or three job opportunities; and then in developing the research paper those students learned about the careers, about the requirements in each career. Two of the girls were really interested in clowns. They went ahead and bought material and made costumes, developed their own original makeup, and developed some very good skits to use in a performance for clowns. This last year one of those juniors was in my class. We were talking about career education and the one young lady said, "Oh, Mrs. Kincaid, please don't make me research the career that I have chosen." And I said, "Why not, Irma?" She said, "Last year I wanted to be a cosmetologist, and I researched the information for Mrs. Jennings, and after my research I decided that I didn't want to do that. Now I have decided on computer programing, and if you make me research it I might change that." So we do work in English.

May I take 1 minute to tell you about our horticulture? Students in our horticulture classes are now getting 4 weeks on-the-job work experience in a florist shop there in town, and it is amazing how they have learned not only things to do with the flower shop, but they came to me the other day greatly concerned about the financial obligations of the small businessman. They just didn't see how a small company could actually make enough money to operate. So they are learning more than just occupations.

Chairman PERKINS. Well, let me thank all of you for your appearance here today. And I will continue to hear these witnesses right on until we hear all of the witnesses that wanted to testify.

But I am going to ask at the end here that as many of you that want to go to the basement to get a sandwich or something, our staff man here will lead you down and show you how to get in, and tell them that I sent them down, and that will get them in.

Our next witnesses are teachers. We have Ms. Rosalyn Smith, from Washington, D.C.; Ms. Dorothy Clark, North Little Rock, Ark.; Ms. Terrill Gormly, Wheaton, Md.; and Ms. Theresa Gushee, of Upper Marlboro, Md. All of you come around.

We are going to start off with you, Ms. Smith. Just go right ahead, and without objection your prepared statements will be inserted in the record.

STATEMENT OF ROSALYN SMITH, TEACHER, WASHINGTON, D.C.

Ms. SMITH. Mr. Chairman and members of the committee, my name is Rosalyn Smith, and I am a fifth grade teacher at Ludlow-Taylor Elementary School, in Washington, D.C. I am glad to be here. It is a learning experience, thanks to career education.

Career education has been an inspiration in my teaching/learning experience. After 4 years of teaching in the District of Columbia public Schools, career education gave me a new approach to teaching the regular curriculum; information, encouragement and support from the district office, and an opportunity to work jointly in planning with teachers in my building and with other career education teachers. This is very seldom done and so this was really a treat.

In the summer of 1974, I was able to enroll in Education 670, a course developed by the area career education staff and offered through D.C. Teachers College. Mrs. Bessie Etheridge and my particular group leader, Mrs. Martha Roache, immediately had us involved in activities that gave us the "fire" of career education. By the end of the course, I had a good feeling about myself. I had made some attitudinal changes. I couldn't wait for the school year to begin so that I could see the effects that this implementing of new ideas and skills would have on my students, parents and community.

My children loved being actively involved. They learned from a much broader base than from me. Their attitudes toward their present learning situation and future work became more positive. I received help in coordinating field trips and in receiving free bus transportation. I have attended Saturday workshops which have given me new ideas and a chance to share and talk with others involved in career education. Curriculum development is very essential. This summer I had an opportunity to work on a curriculum revision effort that involved classroom teachers. We were actually able to have a say in writing units we teach.

I would like to see career education included in all D.C. public schools—kindergarten through college, and there has been so much talk on that today, I am cutting off at the 12th. But I would really love to see that. There would be a need for more counselors with career education training. Teachers should be given an opportunity to meet within their districts and within their broader regions. I was able to attend a miniconference at Ohio State University, meeting with Dr. Kenneth Hoyt and fellow career education teachers meant so much to me. I feel others should definitely have this opportunity. I would also like to see teachers involved in curriculum writing to a greater degree.

Thank you.

[The attachments to Ms. Smith's statement follow:]

CAREER EDUCATION IN THE INNER CITY: A PROGRESS REPORT

GOAL 1

To establish a career foundations program at elementary level to focus upon the economic realities underlying our society and the expanding role of technology in modern life, in addition to meeting the learning needs of individual children.

The Project Staff has—

Adopted the following concepts as a basis for the elementary curriculum model: There is dignity in all work. The life of a culture depends on its workers who produce goods and services; There are many different kinds of work; Mankind uses tools for work; and work has rewards.

Embraced a hands-on approach to learning which includes tool technology.

Developed an implementation model with the help of teachers, counselors and administrators from two (2) schools.

Tested the models in eight (8) schools using Title I funds.

Expanded the elementary career awareness program to eight (8) inner city schools with a new exemplary project grant.

Total Teacher Participation: 47. Total Students Involved: 807. We shall add three (3) additional elementary schools in FY 1976.

GOAL 2

To adopt a career cluster concept based upon an analysis of career opportunities available in the Washington Metropolitan Area.

We have adopted the following clusters as a framework for the secondary curriculum and implementation efforts: Consumer and Homemaking; Communications and Media; Fine Arts and Humanities; Construction and Environment; Agri-Business, Natural Resources, Marine Science; Public Service Occupations; Health Occupations; Manufacturing, Marketing and Distribution, Business and Office Occupations; Transportation; and Hospitality, Recreation and Personal Service Occupations.

We shall modify this cluster organization as the need arises.

GOAL 3

To provide for a comprehensive survey of careers in our society in grades seven (7) and eight (8), students to move through a survey of all clusters integrated with all curriculum areas and correlated with expanded guidance and counselling services.

The Project Staff has—

Developed an implementation model with the help of teachers, counselors and administrators from two (2) schools.

Prepared ten (10) modules of curriculum materials and a teacher's manual with the help of consultants from the Metropolitan Education Council for Staff Development.

Arranged for a second printing of the survey curriculum.

Tested the implementation model at two (2) junior high schools using Title I funds.

Expanded the survey experience to students in four (4) additional junior high schools with funds from a new exemplary project grant.

Total Teacher Participants: 38. Total Students Involved: 1,858.

GOAL 4

To provide for exploratory work in cluster areas in grades nine (9) and ten (10) the program to offer a variety of elected experiences either solely in the junior high school or comprehensive high school setting or in conjunction with a career development center.

The Project Staff has—

Adopted a ninth (9th) grade exploratory experience based upon the following three (3) emphases: Self-awareness, communication skills, and in-depth exploration.

Prepared a draft of curriculum materials to provide this experience.

Organized a team of high school teachers who will begin to plan and implement a second-phase exploratory experience using an expanded, in-depth communications program as the basis for this interdisciplinary effort.

Total Teacher Participants: 32. Total Students Involved: 850.

We shall complete the model for the second phase of the exploratory experience by June 30, 1976.

GOAL 5

To provide opportunities for in-depth preparation in grades eleven (11 and twelve (12), to be characterized by cooperative programs with business, industry and government, intensive job entry skill training and occupational guidance, counselling and placement.

The model being developed will include the following:

Coordination with the programs of the newly developing Career Centers for part-time study for all pupils in the comprehensive high schools. Areas presently available include health occupations, graphics, office occupations, and auto mechanics.

Coordination with other existing programs, including WOW; ICEP; Career Counseling; DE; COE; and Prep Club.

Coordination with opportunities offered by such local businesses as PEPCO and C&P Telephone Company.

Leadership from the guidance teams in the project high school.

GOAL 6

To develop a faculty training model.

The Project Staff has developed the following:

A pre-orientation workshop format.

An orientation workshop for project school faculties from which participants receive four (4) semester hours of inservice credits through D.C. Teachers College.

A follow-up workshop format for teachers, counselors and administrators.

A training program for educational aides.

GOAL 7

To develop a model for parent/community involvement.

The Project Staff has established a Career Education Parent Advisory Council consisting of parents, students, counselors, teachers, administrators, and community leaders. At its monthly meetings the Council focuses upon the following:

An update on Project activities.

Tapping resource persons in our community including parents.

Introduction to such strategies for infusion of career education as tour experiences and the use of gaming and simulation techniques.

Planning such an annual culminating activity as a banquet.

GOAL 8

To facilitate the infusion of career education in all D.C. Public Schools.

Consistent with the recommendations contained in the Superintendent's 120 Day Report, the Project Staff provided a mini-orientation course for staff development and curriculum development personnel from each of the six (6) regional offices during November and December, 1974. This course was also designed to help the participants understand their roles as change agents and support personnel, in addition to demonstrating for them strategies for the infusion of career education into the curriculum at every level.

February, 1975.

Chairman PERKINS. All right. Thank you.

Ms. Clark, do you want to proceed. We appreciate your presence. Go ahead.

STATEMENT OF DOROTHY CLARK, TEACHER, NORTH LITTLE ROCK, ARK.

Ms. CLARK. Mr. Chairman, I am pleased to be here to tell you as an elementary teacher of fourth year children and as a former teacher of other elementary grades that I am fully convinced that career education should have a place in all elementary grades.

Career education is working in my classroom and it can work in any elementary classroom.

May I tell you how career education began in my classroom and how it is spreading throughout the school. Last year, my class served as a lead group using a career awareness study to gain an understanding of the many career fields. We became aware of careers in a different way. Can you imagine Bari Ann's mother, a nurse, wearing her uniform to school, describing her job, and telling us that many

nursing jobs are now available? Would you consider taking a field trip to the local police station by riding in a police van to hear about job training, skills needed, and that more policemen are needed?

One thing that we did next, after having used researchers for the individual such as the field trips, and, of course, these things continued throughout the year, we set up a minature society, as we called it in our classroom. And it was really a miniature minieconomy. One thing we did was create money because we needed money for buying and selling as the children went into their various jobs. So after we created the money the children had to work to earn the money, and we did this by behavior ratings. So much was paid for acceptable behavior, attendance, being present, for finishing work and having good study habits and good work habits.

Next we went into various jobs in the classroom. The children filled out job applications, stated their skills, what things they were good in and so on.

At first they just brought discarded things from home for selling like old records and rock collections, and then when we received money from our grant we purchased materials and different children went into businesses there. They also filled out job applications and had training on the job. Some of these were a toy factory, a knit shop, a needlepoint company, a jar and can company, a mat maker company and others.

Our desks were soon filled with money so that there was a need for a bank, and the workers were paid, they kept work records and their record book about their businesses and banking, and in April we paid income tax.

I would also like to tell you how this has spread to other teachers within our school. This year we asked for another grant and we received it, and we have four teachers using the same approach on different subject matters, social studies, science, mathematics and reading, 160 children from grades four, five, and six being involved.

Next year we hope to involve 470 children from kindergarten through sixth in our school system.

You have heard that kids will really learn if they become motivated. Well, career education really turns kids on. This occurs through an expansion of opportunities for students to learn more as they go on field trips, listen to resource individuals, and become a part of the world of work in the classroom.

I have also noticed definite changes in children after participation in the career awareness program. Interest level in the classroom has increased and children have developed knowledge about careers and they have better study habits and better work habits, and they have become better readers. You know, in the fourth grade, you learn your multiplication tables, and they have become better in math and other students are really interested. And on the playground I will meet during the year with different children and they will say, "Mrs. Clark, are we going to get to do the career study again this year," and you could not believe about the parental support. This has been very outstanding. During our career day in the spring, our school room was overflowing with parents, and they made very favorable comments. One parent said, "I am so glad that my child is learning about jobs

in our community. My oldest daughter didn't have this experience and she couldn't decide what she wanted to be." And then another parent said, "You just can't believe what Johnny is learning at school, he just can't wait to get to school each day." And when you hear parents say that, you think you are teaching something worthwhile.

Then community support has been unbelievable. Businesses have been very cooperative by allowing us to come on field trips. They have sent individuals to the classroom, and they have allowed us to interview different ones.

You might be interested in knowing that I branched into career education through an economic career awareness interest. But other teachers are also highly motivated now, and they want to branch into career education. But we must make training available to them through workshops, inservice training and pertinent training courses would be helpful.

Our school has become involved in career education, and I believe this gives evidence of what can be done at the elementary level. I thought that the new math was great, I thought economic education was greater, but now I know that career education is the greatest.

Thank you.

[The attachments to Ms. Clark's statement follow:]

A Description of A Teaching Experience in Career Education

I. INTRODUCTION

To assist school districts in the development and application of innovative ideas in Career Education, the Arkansas Department of Education made funds available for the funding of Career Education mini-grants during the fiscal year 1975. Specific objectives of mini-grants are to: (1) Put into action innovative ideas; (2) Provide nominal financial support to test these ideas, (3) Stimulate teacher involvement in multidisciplinary curriculum development at all grade levels centering on Career Education; and (4) Obtain tested results of strategies for implementing Career Education concepts at all grade levels throughout the curriculum in schools of differing size and geographic distribution.

A prime concern of all elementary teachers today is to make children aware of the many occupational fields and prepare them to choose an occupation suited to their individual interests and abilities. State enrollment data indicates that of the children who enter school in Arkansas in the first grade, more than a third fail to graduate twelve years later.

As a teacher who has taught economic education for several years and after receiving five awards in the National Kazanjian Foundations Awards Program for the teaching of Economics, I was convinced that children could become deeply involved in career education by using the economic education career awareness study combination to gain an understanding of the many career fields.

II. DESCRIPTION OF MY CLASS

Many children today are completely unaware of the world of work and this appeared to be the situation in Indian Hills Elementary School, North Little Rock, Arkansas. My class was composed of twenty-eight children with one fourth being black. The children had a wide range of abilities, interests, and attitudes. Achievement levels in reading and mathematics ranged from grade one to beyond grade six. Some of these children had developed poor attitudes because they had never known success and, as a result, they had little ambition to try. Nine children were enrolled in remedial reading. Most were completely uninformed about career education and they had had little exposure to economic concepts.

I believed that many problems in my class would be solved through a study of careers closely related to economic education.

III. OBJECTIVES

When I learned that I had received a mini-grant for teaching Career Education, I planned to use these objectives: (1) To provide opportunities for developing investigation and discovery in the field of occupational choice; (2) To develop a genuine attitude toward work as a method of obtaining material satisfaction; (3) To observe that "work is worthy"; (4) To gain an understanding of values and life styles; (5) To develop a basic understanding of major duties and responsibilities relating to many careers; and (6) To gain an understanding of working conditions, training needs, and job qualifications.

IV. METHOD OF PROCEDURE

At the beginning of the school year parents were asked to come to the classroom and describe their occupations.

Tapes were made as parents and other resource people talked. Our school had acquired Super-8 film equipment when we had previously received a grant from the National Endowment of the Arts. Filming was done by the class throughout the school year. Tapes were of great value, when a taped narrative was made to accompany the twenty-seven minute color film.

Economic concepts were taught in every possible situation to give the class an economic background.

Resource individuals included an architect, personnel manager, policeman, post office employees, banker, school custodian, telephone company supervisor, teachers, school principal, Arkansas National Guard worker, Little Rock Air Base employee, nurse, and a supervisor of Special Education.

Field trips were made to Coca Cola Bottling Co., North Little Rock Police Department, American National Bank, North Little Rock Post Office, Parkin Printing Company, and Bell Telephone Company. Tapes were also made during field trips and the job description outline was used by these resource individuals.

V. INTO THE WORLD OF MINI-ECONOMY

Since the class had become familiar with the nine areas stressed in the Arkansas Guide, Economic Education for Elementary Schools, it was possible to create a working economic system in the classroom. Currency was designed and printed. In order to accumulate a begining amount of cash, class members were paid for acceptable behavior, attendance, being on time and finishing class assignments. Soon children were actually practicing a career of their own choice by going into business or by selling goods and services in the classroom. Job applications were made as individuals tried to find jobs. Entrepreneurs rented space in the classroom to conduct businesses. The following businesses were soon in operation: Desk Cleaning Company, Blackwelder Cookie Company, The Valentine Company, School Supply Company, Comic Book and Record Shop, and the Mini-Mall.

At first children brought discarded things from home to buy and sell, such as old records and rock collections. Then when we received money from the grant, materials were purchased and other businesses where the children could actually work, were formed. These included a pillow factory, a knit shop, needlepoint company, a bark mark company, jar and can company, mat makers company, bill fold makers, puppet factory, and even a tile factory which went into business to design and cover the teachers old store room door with tile.

Desks were full of money so there was a need for our first financial institution, a bank. Workers were paid and they kept record books relating to their jobs, businesses, banking, and income tax.

VI. EVALUATION

The class had seen firsthand the operation of various businesses in the classroom. Even the puppets from the puppet factory were filmed as they assumed roles related to various careers.

Research and newspaper reading especially relating to jobs and job qualifications offered opportunities for many to improve in reading skills. Most children improved in mathematical skills as they learned to keep accurate records and to compute tax on earned income.

Career Day was an excellent opportunity for parents, teachers, and Indian Hills students to visit our classroom to view the mini-economy in action and to view the film. Parents, supervisors, and members of our State Department of Education were very pleased with the result of our career awareness venture.

The highlight is that four other teachers will join with me this year as we apply for a larger grant in Career Education to involve many children in our school.

What Keeps Me Going In Career Education

The following written responses were made by conference participants to the above statement.

Career education is exciting, and it's realistic. It's an old concept with a new slant. It motivates a child and makes his work in school more relevant. It involves business people, parents, etc. and helps them understand what we are doing in school. Career ed helps parents to know that their children are being better prepared for the future, will be able to make better career choices, and will be happier in their work. It makes the child aware of the world outside the school where he might fit in as a productive, happy, well-adjusted member of society. It also helps him find ways of using leisure time, which is also very important. When the children are happy and excited about school, so am I!!

—Rosa Detamore.

To me, career education is an inspiration to try something really exciting and interesting. There are many approaches to working basic skills into the curriculum with a focus on career ed. Often, I can share my experiences with other teachers.

Parents are very interested and appreciate what teachers are doing for their children. They hope that career education will be continued each year. As one parent said, "Peter is so excited. He wants to get up early to come to school because something wonderful is happening."

As children become aware of different careers, they find out more about themselves as well as becoming aware of (or taking part in) many approaches to learning. They become better readers as they read newspapers each day to learn of job opportunities.

Finally, I feel like I am at last teaching in a "fun way." Children become creative and do outstanding work in many of the former "dull subjects." The boys and girls like me as a teacher. It is a pleasure to know that you are a friend and a teacher.

—Dorothy Clark.

1. Career education motivates students.
2. Career education makes school relevant now and in the future.
3. Career education involves parent participation.
4. Career education helps students become aware of the world outside the classroom and the contributions all of us can make to each other.
5. Career education satisfies the cry of parents who want children to be more prepared for the future and able to make intelligent choices about work.

—Marlys Dickmeyer.

The first thing that keeps me going is the good feeling I have while creating career education activities. I enjoy planning with other teachers, parents, and members of the community.

Secondly, children's reactions and progress act as a spurt to my desire to be involved with career education. When a child makes a comment about a particular occupation, does research on his own, or shows that he is involved actively in something he enjoys then I feel good and want to do more.

—Rosalyn Smith.

As an observer of people, children in particular, teachers make mental notes of attitudes, possible successes, and probable failures. In an education system such as ours, the loss of just one student gives cause for concern. Thus, to observe many dropping out of the system, the concern then turns to real worry.

Career education can be viewed as an important turning point for educators. With career education as an education task, students can become aware of the many choices available to them. The thinking of many students now is toward early entry into the job market. This requires that they get the necessary

information for making an occupational choice that is self-fulfilling and yet permits them to maintain a positive approach to living. The youth who before was sure to become a "pushout" in the education system will be able to find a "career" that will enable him/her to maintain self-respect and a measure of independence which is very important to each of us, if we are to "live" rather than "exist" within the framework of our own culture.

To be a part of this effort to "reclaim," and in some measure help to restore, the faith of our young students in "self-attainment," to recreate interest in achievement, self-fulfillment, and all the elements of humanness through career education is the kind of excitement that keeps me going as an elementary teacher.

—Hilda Kemp.

Career education turns me on because it turns kids on! It turns the kids on because it is new, it is relevant, and it makes them feel like "ok" human beings.

The easiest way that I have found to get into career education is to simply have the kids think of a career that relates to the subject matter they are presently studying, write questions that they would like to have answered about this career, and invite somebody involved with this career into the classroom to talk with the kids. From this experience, and the effect of this experience on the class, we are led into other facets of the goals and objectives of career education.

Do not think of career education as adding additional subject matter to the curriculum. It is not an addition; it is simply infused into, and is very much a part of, the subject matter that is now being taught.

Teachers attempt to make education more relevant to children, attempt to make children see the value in education, attempt to create an enviroment in your classroom where children can be happy and learn. Now, teachers must think of career education as another tool to help make all of these "good" things happen in the classroom!

If career education is approached with feelings of enthusiasm, teachers will be amazed at how receptive the kids will be, not only to the new career awareness that they are learning, but also to the subject matter that is related to this particular career.

I continue to be turned on by career education because it is a tool that works to improve the education of kids!

Ruby Hauder.

1. The Kids!
2. I feel that the "secret" is to give the kids a *variety* of activities, and career education helps you to do this.
3. My emphasis is on developing self-awareness and work values in career education. Improving the kid's self-concept makes work worth continuing. Attitudes improve as a result of increased self-awareness and positive environment. They enjoy school more.
4. Being at a conference like this and meeting such grand people really give me the enthusiasm to get going and try new ideas that we've talked about.

Roxanne Schmidt.

What keeps me going in career ed is the same thing that keeps me teaching in the first place. Career education is a vehicle for getting students excited and enthusiastic about school. With that kind of attitude, learning is easy.

I enjoy, too, the flexibility in the philosophy that allows me the opportunity to direct my students toward what is of interest now rather than the demand to adhere to a set curriculum or timetable.

—Jean Trent.

Career ed is a whole, new, great way of teaching that is never boring. This is the only teaching experience I've ever had where the "sky is the limit" in activities. It does more for the whole development of the child than any other method.

I suppose results (student growth in skills, etc.) should be the prime reason for my wanting to continue career education, but the enthusiastic attitude of the pupils, the eager worker, the interested student whom I see before me are what encourage me to do more career education. The fact that learning can be taking place right in the midst of a happy, pleasant, active atmosphere is next to a miracle.

—Wanda Simpkins.

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I believe in it! It makes sense. It is in tune with my intuition about education. The teacher is concerned with the whole child, not the subject alone; and the subject matter is related to the real world and is interdisciplinary (unit approach). If you took away all the funding in our system, our teachers would keep on using the ideas they have learned through career education.

—*Ruth Roberts.*

TIPS FOR TEACHERS

The conference participants developed a list of suggested activities appropriate for the 4–6 level. Below are tips designed to aid the 4–6 teacher in implementing career education in the classroom.

1. Parent Survey: Send letter home with questionnaire to find out what parents' jobs are, and recruit their help. Compile these for the whole school, than for the whole system.

2. Keep parents informed. Be an expert PR person. Believe in career ed, and sell it.

Chairman PERKINS. Thank you, Ms. Clark.

Ms. Gormly, of Wheaton, Md., we will hear from you now.

STATEMENT OF TERRILL GORMLY, TEACHER, WHEATON, MD.

Ms. GORMLY. Thank you, Mr. Chairman. I am Terrill Gormly, and I teach English and coordinate an internship program in which students provide ten hours a week of voluntary service for the privilege of exploring careers that interest them. The career interns spend their afternoons at the offices of architects, politicians, naturalists, meteorologists, accountants, doctors, lawyers; at hospitals, fire stations, courthouses, at the Audubon Society, Easter Seal Treatment Center, and at many other sites. There they explore and clarify career choices, participate in meaningful community service, and apply their school learning in practical situations. I would like to read to you what several of these student interns have written about their experiences in daily logs they must keep.

One boy said, "I wish I had as much interest in the rest of my classes as I do in this one." John Tippett, student intern, Wheaton High School.

"I am learning more here [at the internship site] every day than I have ever learned in a classroom." Mary Denham, student intern, Wheaton High School. Mary wants to become a park naturalist.

Another said: "I feel so much older than mostly everyone else at school." I assume Ellen means older in the sense of being increasingly responsible. "This has so far been my best year. I'm very satisfied with the way things have turned out except maybe that I'm feeling older by the minute it seems." Ellen Olson, student intern, Wheaton High School.

I share with these students the conviction that career education can benefit and motivate young people in ways that many teachers just are beginning to understand. I am, for example, just discovering now, after seven years of teaching English, how effectively I can enrich and enliven my English classes by integrating career materials into them.

I have one boy who is actually in both my English class and in the career internship, and he is a slouch in English class, the kind of boy that cannot walk across the room without knocking over a chair and three other boys. After going out with him on the afternoons to the fire station where he was interning and seeing him behave maturely,

being responsible for adult behavior, we both know that he could not come back and behave as a bully in my English classes. After the captain at the station told him that although his mechanical skills were exceptional that he was not much help in the office, he could not type a letter, he could not even write a letter, he came back into my English class determined to learn how to write one.

So I would like to thank you for the opportunity to testify and also for the support that this legislation will give those of us who are excited and those who have yet to discover career education.

Thank you.

[The prepared statement of Ms. Gormly follows:]

PREPARED STATEMENT OF MRS. TERRILL GORMLY, TEACHER AND CAREER ADVISOR, WHEATON HIGH SCHOOL, MONTGOMERY COUNTY PUBLIC SCHOOLS, MD.

Honorable Chairman and Subcommittee Members, I each English and coordinate an internship program in which students provide ten hours a week of voluntary service for the privilege of exploring careers that interest them. The career interns spend their aftenoons at the offices of architects, politicians, naturalists, meteorologists, accountants, doctors, lawyers; at hospitals, fire stations, courthouses; at the Audubon Society, Easter Seal Treatment Center, and at many other sites. There they explore and clarify career choices, participate in meaningful community service, and apply their school learning in practical situations. I would like to read to you what several of these student interns have written about their experiences.

"I wish I had as much interest in the rest of my classes as I do in this one." John Tippett, Student Intern, Wheaton High School

"I am learning more here [at the internship site] every day than I have ever learned in a classroom." Mary Denham, Student Intern, Wheaton High School

"I feel so much older than mostly everyone else at school. Half the time I don't feel like I belong there. Last year when I was considering taking this class, one of the things I gave a great deal of thought to was would I be happy leaving school early everyday, not being around when the 2:40 bell rang and confusion hit, not being there for doughnut sales and popcorn sales and bagel sales and whatever else they sell, not meeting under the clock, just plain not being a full time part of Wheaton High School. . . . I figured the opportunity was too good to pass up. So I went ahead not knowing how I would later feel. I have never regretted taking the program or leaving school at 12:00 each day. This has so far been my best year. I'm very satisfied with the way things have turned out except maybe that I'm feeling older by the minute it seems." Ellen Olson, Student Intern, Wheaton High School

I share with these students the conviction that career education can benefit and motivate young people in ways that many teachers just are beginning to understand. I am, for example, just discovering now, after seven years of teaching, how effectively I can enrich and enliven my English classes by integrating career materials into them. Earlier this year I attended one of the career education mini-conferences held at the National Center for Vocational Education. There I met high school teachers from all over the country who expressed similar enthusiasm. In fact, I would like you to consider inserting into the record an attachment of comments made by those twelve teachers on their perceptions of what career education is accomplishing for them and their students. Dedicated as were those twelve, however, I fear that they may not be representative. Most teachers know far too little about career education and the benefits it offers. Hopefully, H.R. 11023 will draw many other people into sharing the feelings of enthusiasm and accomplishment which I have experienced since discovering career education.

WHAT KEEPS ME GOING IN CAREER EDUCATION

The following responses were made by conference participants to the above statement.

I'm kept going by inner motivation that is a priceless gift. I am a self-starter, a dedicated professional educator, and I am a persistent, persevering person.

When I thoughtfully come to the conviction of the worth of an idea, I think next of how to implement it. I do not need anyone's permission, nor can anything or person become an overwhelming obstacle to me. I have one life, loads of love to give, and I answer to myself and to God.

—Catherine Schwarz.

I think my fierce dedication to career education comes, in part, from the personal inconveniences and frustrations I've experienced. I choose to believe I made foolish occupational decisions because no career education program encouraged me to learn the necessary skills for wise decision making. I would like to help students avoid similar frustrations, and I believe that career education will enable me to do so.

—Terri Gormly.

What keeps me going is the opportunity to affect, in a significant way, what happens to students in the classroom. Increasingly, and with justification, students are rejecting classroom experiences; or they are questioning the need for and the relevancy of these experiences. Administrators and teachers are recognizing the need for change, and it is both exciting and rewarding to help develop and implement strategies and materials that make students' learning more meaningful.

—Ann McMichael.

The whole concept of career education has tremendous appeal to me. Over the years I have taught (24), I have been aware of various shortcomings in education. I have mentioned some of these to others in the field but how or where to correct the problems I have never learned. Most have agreed with me, sighed, and forgotten the whole thing. Now, career education succinctly defines these same problems and offers a logical, workable, sequential plan that will work! Everyone concerned is involved in a meaningful manner.

There is great value to everyone. Students will learn what is expected in the world of work, how to cope effectively, and how to progress in the field of their choice. The teachers will appreciate the rebirth of dedication in their students, and work will be more pleasant. The business-industry people will be delighted to have students who know and apply good job-seeking techniques, good work habits, and smooth personal relationships.

Career education is the closest thing I know to a panacea. There will be mistakes, set-backs, and misunderstandings; but the founders and motivators of career education are moving slowly and thoroughly. They are checking and re-checking as they progress. I am thrilled to realize that I am a part of this tremendously exciting movement. I consider all of my years in education as preparation for career education.

—Robert Potter.

To help a student help himself/herself is my concept of a teacher's role in society. Over the years the role I've chosen has led me to try various ways of helping students to help themselves. This is a continuous process of changing some teaching methods and retaining others.

At this time the clarification of values is an excellent way of bringing social studies material to life. It is easy for students to see themselves develop through these value teaching methods. Thus, they learn social studies materials because it relates to them. I now find that by combining value clarification methods with career education materials I can fill more of the students' personal and practical needs. Thus, it is possible for me to advance the study of the social sciences to a level unreachable before.

It is this aspect of career education which makes me able to help the students help themselves by providing a class which meets their personal needs.

—Jerald Hoffman.

I keep fooling around with career education because it keeps me busy. More than anything else, I like to try out something new all the time—planning and plotting, doing and redoing, and maybe even succeeding sometimes. It makes it possible for me to be exhausted and happy every night.

It's also one of the few strategies I've tried that has had a visibly positive effect on a group of students who previously gave me much difficulty. So I guess it alleviates some of my frustrations—and that can't be all bad.

And lastly, some of my students have said that the course was just what they needed, and they've recruited other students. So it's good business.

—*Michael Watman.*

The things which I do in my classes which might fall within the broad scope of career education and/or are motivated by a desire to implement career education in some degree occur because (a) I understand that a school program, in meeting its full responsibility, ought to help prepare a student for the various forms of work which are going to occupy the majority of the waking hours of his/her lifetime, and (b) because the career education personnel in my school keep showing up at faculty and department meetings to remind us of the wisdom of (a).

—*Edward M. Kemble.*

Career education is a tool by which I can increase my ability to teach students about life and the world in which they will live as adults. Career education enhances my program and gives me an opportunity to make it relevant to their present school experiences and to what they see happening in their family life.

In addition, community resources become an important part of the student's education. Speakers are used to explain materials formerly taught by the teacher, small field trips to various businesses give students a feeling that adults are interested in them as individuals, and materials supplied by local businesses enrich the programs.

A revision of the curriculum to emphasize career education has also led to coordination of programs in the math, English, social studies, and business departments so the student is able to see a relationship in what he is learning in his total program.

Career education has also led me to reveal more of myself as an individual: my values, my aspirations, my expectations, the human called me. It is a humanizing process for my teaching.

In reality, I really cannot express what really keeps me going because it is just a feeling inside that says it is right.

—*Gerry Phelps.*

I am turned on to education. Because career education is the finest humanizing factor to be introduce into education in the past twenty-five years. I am completely committed to the program. We have been talking about humanizing classrooms forever in education. What greater move to humanize education than to offer students a relevancy within their school program. Career education makes education relevant. The student can be made aware of the opportunities he has been offered each day in his school year. The good career education program listens as well as presents ideas. The good career education program becomes an active partner with the students it serves, in making the working world real. A good career education program meets the students where they are and provides a vehicle for their personal and educational development. So I am turned on in career education because it meets my needs as well as the needs of my students.

—*James E. Knott.*

Career education is an integral, though frequently overlooked, part of business education. Early in my teaching career, I became aware of the students' interest and concern about business careers. Consequently, I began to include speakers from business, recent graduates who were employed in business, and business school representatives as resource people for my shorthand and office procedures students. As the years have rolled by, I have expanded and amplified my office procedures course to devote four weeks to a unit called Orientation to Office Work and two weeks to two interfacing units called Personal and Professional Qualities and Securing Office Employment.

My experience confirms that students have only a limited knowledge of career opportunities commensurate with their interest and abilities. Hence, I feel an obligation to make them more aware of career possibilities and to provide an opportunity for serious planning, thinking, and decision making. Each student analyzes skills and personal qualities required for career choices and then evaluates present skills and further tries to establish career goals.

—*Ruth Dittes.*

As a teacher I have the responsibility of providing students with adequate preparation for living productive lives. After years of trying many methods, of jumping on many bandwagons that were often ineffective and short-lived, I see career education as an excellent way of making education relevant.

Career education promises to assist all kinds of learners described by educators—from the slow learner to the gifted. I have tried integrating career education into the English program and it works. It adds interest and vitality to my class. It makes the difference between a passive, indifferent class and an actively involved one. Students learn to think for themselves. They see their schoolwork as an important base for the preparation of living useful productive lives. In fact, career education involves every phase of one's life cycle—education, work, home and family life, and leisure time. For the first time I see the real meaning of "educating the whole person."

The most important thing to me as a teacher is that career education improves self-awareness and allows each student to develop his own talents. I am willing to work for, to keep, to expand this kind of program.

—*Annie Hale.*

Approaching the Bicentennial of our nation's birth, we feel a deep sense of appreciation for the struggles and accomplishments of those who pioneered and carved this great country from an untamed wilderness. Such looking back brings renewed enthusiasm, strength, self-reliance, and courage in facing the future.

Career education turns me on and keeps me going! I feel that it represents a true rebirth in our nation's schools: it brings fresh air and new life to education, bringing student, teacher, parent, and community needs into a perspective which is meaningful and real to young people.

Career education strikes a strong responsive chord in me and in the fiber and soul of every teacher committed to the service of youth in school and community. It has sparked enthusiasm, creativity, and courage which has characterized my sense of mission to spread that spark among my colleagues.

Career education is the most wholesome approach I have found in dealing with young people, because it makes the school come alive and brings the classroom into the community and the community into the classroom.

—*Rita Nugent.*

Chairman PERKINS. Wonderful testimony.

The next witness please go ahead and identify yourself.

STATEMENT OF THERESA GUSHEE, TEACHER, UPPER MARLBORO, MD.

Ms. GUSHEE. Thank you. I am Theresa Gushee, of Prince George's County, Md. I coordinate career exploration programs at the junior high level. For your benefit, Prince George's County is the ninth largest school district in the Nation and the first largest suburban school district in the Nation, with approximately 150,000 students at the junior high level.

I think to paraphrase, Mr. Perkins, you have said we have researched, demonstrated and evaluated, and we have done that. Will we implement? We will. With or without funding, we are committed and we will implement. We have approximately 37,000 students at the junior high level and we have programs in all 41 junior high schools.

After much work at the elementary level, which was begun with seed money from title III, we have continued implementation at the junior high level, and hopefully we will get some support in the area of inservice training and retraining. I think this is the area that we need Federal support. We will implement but the quality is

going to depend on the help that we get to do this. I think as in any industry and education is a major industry, tooling up, retraining is a necessity. And since the government subsidizes other industries, we look to you to do some of that where our industry is concerned as well.

I would like to also add to the record testimony from junior high educators across the Nation. I attended a miniconference under the direction of Dr. Hoyt not long ago, and they have testified to the very kinds of exciting things that these men and women have told you about today. So with your permission, I would like to submit that.

Chairman PERKINS. Without objection, so agreed to.

Ms. GUSHEE. Thank you. I would also like to refer to a remark that Mr. Quie made earlier, and that was he illustrated very beautifully the need again for retraining when he asked how many educators in the room felt that they contributed to a student's ability to get a job, and the response was at a level that was much less than he expected. So we have some work to do in that area.

And ending on one more note, we do many of the kinds of things that were described today in Prince George's County. One of the things that has not been described is the student leaves the school and goes with the parent on the job for experience, and I think relationship with his or her parent that had perhaps had not been given to him or her before. I visited some of these students with parents on the job sites. A young girl with her father in a blue collar company, the father was asked do you like your job by the counselor from the student's school, and the father replied "I have been here 15 years. I ain't had much education, but I like what I do and I am proud of it." The concept that all honest work has dignity was there for that child that day as no classroom teacher could ever illustrate.

With that, I thank you.

[The prepared statement and attachment of Ms. Gushee follows:]

PREPARED STATEMENT OF THERESA GUSHEE, PREVOCATIONAL COORDINATOR, DEPARTMENT OF CAREER EDUCATION, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS, UPPER MARLBORO, MD.

I. INTRODUCTION

On behalf of the people in Prince George's County, Maryland, the Superintendent of Schools, Dr. Carl W. Hassel, the State and Local Career Education Staffs, and myself, I wish to express sincere appreciation for the opportunity to present testimony to this distinguished committee which has done so much for education throughout the United States.

The Prince George's County Career Education Department, under the direction of Dr. N. Edwin Crawford, should like to address a very vital segment of the public school population, the junior high school. Suffice it to say that teachers, counselors, administrators, and parents have long recognized this crucial stage in the development of young people. We are speaking not only of the personal, social and educational development, but a combination of all of these . . . career development. If the potential of the career education investment of the past several years is to be realized, a concentrated effort must be made in the area of career exploration.

II. DISCUSSION OF CAREER EXPLORATION

The junior high school career exploration program which has been active in our school system for the past year and one half represents the vision and response of persons at the state and local levels. The eventual purpose of this

program is to provide the opportunity for all County junior high students in the forty-one (41) junior high schools to explore job characteristics and career interests while pursuing and designing educational plans to support these interests.

Every junior high school in the County has a small group of staff persons trained to assume responsibility for: 1) fusing occupational information into the existing curriculum; 2) providing counseling which focuses on decision-making skills and views career choice as a developmental process in which the student is making a continual series of choices; 3) providing information and instruction related to educational planning for the next educational level; 4) designing real or simulated work related experiences for the student and; 5) arranging exploratory experiences through industrial arts, home economics, business and horticulture in schools where these components are available:

More specifically, at the end of this junior high program the student will demonstrate an increased ability to: Research and explore career clusters as defined by the U.S. Office of Education; discuss occupational entry levels, working conditions, educational and training requirements, employment outlook, etc.; apply counseling which focuses on decision-making skills and views career choice as a development process in which the student is making a continual series of choices; cite illustrations of the interdependence of a work-oriented society, worker responsibilities, traits and contributions; develop habits that are successfully transferred to a work-oriented society, i.e., punctuality, good attendance, completion of a task; prepare correctly social security applications, work permits, job applications, and simple resumes'; and relate traditional academic concepts to real or simulated work experiences.

Attainment of program objectives will be measured through formal pretest-posttest instruments approved by the Maryland State Department of Education and the Prince George's Department of Career Education, as well as, by recorded teacher and counselor observation.

III. PROGRAM FUTURE

At present, there are approximately 12,000 Prince George's County students receiving the benefits of a career exploration program, however, there are 25,000 more junior high youngsters still to be reached. At present, approximately 300 teachers, counselors and administrators have been trained in Career Education. Additional in-service training must be provided for another 1,400 staff members. The future success of this program will largely be dependent upon continuing staff development, which takes funding. If, to quote Mr. Carl Perkins: "Youth and adults throughout the country must be given the opportunity to learn about the jobs available in our society and must be given professional help in choosing their occupations and in finding the best training available," monetary support is essential.

The business and industrial community has joined our program efforts. They are providing many supplemental services. To cite one specific instance, Mr. Robert DiPietro, Junior Vice President of Citizens National Bank has teamed with one of our business teachers to teach an entire economics unit. He will be in the classroom to assist the teacher, one hour a day, five days a week for nine weeks. This is in addition to his business day. Obviously, we have the strong support of the Prince George's County Chamber of Commerce, they see the need for Federal Career Education funding and support House Bill 11023.

Career Education is the culminating rung in our total educational ladder, we ask that you give it the dignity and support it demands.

What Keeps Me Going In Career Education

The following written responses were made by conference participants to the above statement.

We have a number of students in our system who leave school at sixteen. We need to get these and all students into an educational program that will give them the skills they need to go out into the world to make a living. I see so many students finish school but know only studying books. They need to be exposed to all different kinds of careers: see the people on the job, ask questions about the career, find out if this would be something that they could do or would want to do.

—*Pat McKinney.*

I'm convinced that I must incorporate career education into my classroom activities and formal subject matter every time I encounter one of the following: (1) A parent unhappy or dissatisfied with his job or career choice; (2) a dropout who hangs around school morning and evening, bragging that he's no longer regimented, but who has nothing better to do than return daily to the scene of his failures; (3) a parent who says that Jr.'s dad is a successful dentist, plumber, etc., and that they want to carry on family business; (4) a welfare recipient whose family has a 2 or 3 generation of welfare dependency in our community, and who feels that the government will take care of them; and (5) any child, because regardless of his present aims or goals, maybe I can acquaint him with some facet of the broad spectrum that nobody else may touch on for him, or at least present another option he may investigate further.

Conscious that my language arts and geography curriculum is not what students will retain, I endeavor to gear my teaching of those subjects to their daily life situations, present and future. All of life consists of work and leisure time; and, to me, that's what career is all about.

—Genevieve Chapman.

The greatest joy of career education done well is that it is meaningful both to the student and the teacher. It is "doing" rather than "being done to." Opening a student's eyes to the realities of rent, car payments, a budget, and various careers can have all sorts of spin-offs.

(1) The student becomes the discoverer, the telephone caller, the evaluator.

(2) Community resources contribute to the classroom. Even if they live near a city, students are often ignorant of business and industry in their immediate area. Enthusiasm grows as students arrange mini-trips to businesses, and parents get involved as drivers and guest speakers.

(3) Students thrive on real responsibility, and career education offers it in abundance. They love to look at their own values and discover their own problem-solving abilities. The classroom easily can become student-centered rather than teacher-centered.

—Jeri Aldridge.

I feel career education offers pupils a more meaningful education. It fosters positive attitudes toward work and helps pupils realize their role as future workers.

Through mini-courses in various careers at the junior high level, students can become aware of available opportunities in the job market.

Teaching career education and relating it to the 7th grade life sciences has been a challenge. What I have learned from other people has made me more knowledgeable concerning different careers—problems in obtaining an education, salary, duties, etc.

—Melba Underwood.

The rewards come from seeing students become excited over learning and from seeing teachers understand what career education is about. Teachers look at their subject areas in a new way and then integrate career education concepts into their classwork.

One specific reward came from a 7th grade female who said that now she believes she can be a doctor. Another came from a student who continued working, during his summer vacation, with a cartoon artist who had worked with interested students in our school. Another was the letters from participants from the community who expressed gratitude for the opportunity of being a part of our school career education activities. In addition, the feeling of personal growth since becoming involved with career education is tremendous!

—Anna Calderas.

The children have been quite turned on to what we're doing, and that reassurance is invaluable. Since student input is also an integral part of our program, they feel committed to careers and career exploration.

Parents have been a mixed blessing. Some resistance was felt when children of professional parents objected to field trips to the county vocational-technical school. Hopefully, we will minimize the resistance this year by taking the parents on the trip with the children. The rewards come when you get a letter from a parent saying you've made the child proud of his father's job.

Changing attitudes is a part of the game. To instill a sense of dignity in work is a major achievement. We are seeing results now. Mike's father is a printer. He spoke to the class and took children to his shop. Children told their parents. The parents were interested, and now the printer is teaching a class for the community educational program.

What keeps me going? I always try to remember that I'm teaching children, not subjects!

—*Margaret McGrath.*

Career education is one of the most practical programs to ever be introduced in our school system. Students must learn the basic academics, but at the same time, they need to learn something about survival skills. Our school system should prepare students for what comes after school. As educators, it is our responsibility to expose youngsters to the meaning of work, explore cluster areas and help them plan a future. Also, students need to see people on the job—they need to sample a taste of the reality which one day they will be thrust into.

—*Mary Sue Gentry.*

Career education provides an opportunity for youngsters to make a choice. Through career education, youngsters can develop an understanding of the world they live in and how they can be a part of it. One goal of career education is to equip the child to live a meaningful life.

Career education involves the total child and the conscious effort to produce benefits for self or others. Carer education involves the totality of work done in a life-time, not merely paid work.

Career education is one goal of education and should not detract from other noteworthy goals of education. It should be involved in all subject areas at all grade levels for all students. It is a vehicle by which school can be made relevant to the student. By the time the student graduates from high school he/she should be prepared for a role in the "real world."

The more I become involved in the various programs of career education, the deeper my commitment. I have benefited from the enthusiasm of practioners of career education. I believe in career education. The concept of work can answer important questions of "Why am I?" and "Who needs me?" and "What is my purpose?" and "Why do I need that knowledge?" It is my hope and desire that career education will provide definite concepts to be achieved so that the students can become a meaningful part of the world of work.

—*Brenda Dykes.*

Career education provides me, a classroom teacher, with a terrific tool, the tool of motivation. Because of career education, I can give the students participating in my class experience justification for being there. At the junior high level, students need to have logical reasons for applying themselves.

Career education reaches into and motivates all kinds of children. It gives them an opportunity to prepare for the world they live in. It gives me great pleasure to see our community enthusiastically sharing students plans and ideas.

—*Julie Jantzi.*

I feel very strongly that a 9th grade student should be able to assess himself or herself based on knowledge of strengths, interests, abilities, and needs. He/she should be able to relate that knowledge to a very broad occupational field and, in turn, relate that to educational planning for the post junior high educational step and/or for an early entry into the job market (15–16 years old).

How to reach this global goal is an agonizing question. We must spend some effort on scope and sequence and evaluation.

—*Theresa Gushee.*

When I see teachers and students bubbling over about just being in school, I'm super elated. I have felt for some time that teachers have avoided helping students make decisions and find out more about themselves. To help students with questions like "Who am I?", "Do you mean that I have to actually pay my way in a few years?", and "What am I going to do with my leisure time?" really turn me on as a teacher. Since I teach writing classes at several levels, I need ways to give students a reason to write. When I can take a group of stu-

dents and teach photography, essay writing, display work, interviewing, group participation, and who knows what else at the same time, then I can wake up and be excited about going to work.

Not only do I now teach basic skills, I can also offer children a little better chance not to have to say 10 years from now, "I don't want to go to work today."

Finally, occasionally I need to be pumped up with new ideas. Therefore, conferences such as this one will give me a better outlook for the coming school year. At the same time, I can help some of the die-hards in our school who have not yet turned on to career education.

—*James Wilcox.*

Chairman PERKINS. Let me compliment all of you teachers. I think you have brought some grassroot support and this testimony has been most helpful to the committee. And I certainly hope that we can proceed with the legislation. We will do the best that we can. I just wish that all of the members of the full committee could have heard your testimony here this morning.

Thank you.

Our next witnesses are counselors, Mr. Darryl Laramore, of Rockville, Md.; and Mrs. Loretta Bonner, of Russellville, Ark. Go ahead, Mrs. Bonner.

STATEMENT OF LORETTA BONNER, RUSSELLVILLE, ARK.

Ms. BONNER. Thank you, sir.

With your permission, I would like to make two or three statements.

First of all, I would like to compliment you, Mr. Chairman, for being interested in the young people of this country, because I am telling you from a very gut level of feeling that we need to rebuild a lot of confidence in them, in all of our governmental agencies, and you certainly have given me a boost.

I do too wish that more members of the committee could be here, because I took great exception to many of the things that are being said about career education. I can tell you from personal experience that I have been on the firing line for the last 3 years. We were the recipients, fortunately, in 1973 of a part C grant in research and development in career education. We used that money to the very best advantage. We pinched every penny. Maybe it is because we come from a part of the country where we want to get the most for every penny that we have, but we looked on that money as a sacred trust to us.

In the third year we are past the stage of any support of Federal or State funds and our school district has picked up our program in toto, and we are in better shape than we have ever been before. So this is one of the things that I wanted to point out.

I think too that in directing some direct remarks about the role of the counselor, I am in my 30th year of public education in nine districts in four States, and the young people today are just the finest that they have ever been. But they do need a lot of direction. We have stressed in public education for too long that there were certain ways for success. A businessman, in Russellville I think, put it very clearly when he heard about career education. He said I am glad to see education waking up after 20 years of being drunk. He said what

have we been telling them, go to college, get a good education, get a good job, make a lot of money and not have to work. We are having very exciting things happening in our area.

I have asked for your permission to submit into the record a prepared statement. And incidentally, I had planned to give that, but I have deviated from that completely, but I would like for it to be included.

In addition to that, I have brought letters from institutions of higher learning who are redirecting counselor training, who are emphasizing career education from prekindergarten all the way through college. I have brought letters from the superintendent of schools and the school board, the chamber of commerce, industry, people who are in positions like the Director of Juvenile Probation, because in working together in Russellville, Ark., we know that we are not involved in hollow reforms, and we know that we are not even the wave of the future because the future is almost ours.

It has not been an easy job, and I would like to suggest something I do not think has been brought out. I think that we are being very unrealistic to expect of the teachers, administrators, counselors or everyone else involved to really to be able to do the job that they are capable of doing, and that I am seeing being done day by day without one person designated, and probably we would need incentive fnuds for school districts to have a person in this position to work as community liaison for involvement of the community, to work with the postsecondary institutions in providing inservice training on the local scene for the people.

Now, I will attest that what you have heard from the teachers can be multiplied all across the United States, and teachers are eager. But they do need some aid in finding out some ways that they need to go. I definitely endorse the part for the inservice training, and I think this is very, very important. I think the counselor's role is an extremely important role.

Something was brought up earlier when we were discussing career development and I think sometimes in guidance and counseling semantics gets involved with this, and what we really need to do is to get down to some good, basic common sense. If we wanted to look at career development, it probably starts at age 4 with learning to make decisions, and learning to take responsibility, and we are even working with high school students now in their role as future parents in showing them ways that if they can work with their children, from birth practically, ways that they can develop this decisionmaking and responsibility taking role.

This is what we emphasize as far as preschool is concerned, so when we are saying career development, actually we are getting back to that old stage where as a part of the family unit we were needed. And I brought this up in my statement. I will say it again, I am the youngest of eight kids from a hard-working farm family, andI knew I was needed. We all were. Kids nowadays do not have this opportunity to feel the need, and their role in the family structure. Career education provides opportunities for young people to see themselves first, and that is very important for young people today who are role oriented. They want to say look at me, you know, I am an indi-

vidual. And I would suspect that we are going to have to recognize this role identity before we can realistically expect the role orientation that leads them into career development.

I think that that probably is all that I will say. But I would like to have all of the voluminous materials that I brought with me inserted. One part of it you are going to wonder what it is all about. We have been asked to present our model at the National Invitational Conference cosponsored by the National Association of Secondary School Principals in the U.S. Office of Education in Denver in April. Because of the vast amount of community support and involvement, they wanted us to write this up step by step, how do you get this into place. Well, one way is by hard, hard work, getting out, going door to door, visiting, getting them involved. And we have had involvement. So I brought what is going to be presented in April in Denver because it is so much a part of everything that I have heard here and I wanted it included, with your permission.

[The statement and material referred to follows:]

PREPARED STATEMENT OF LORETTA BONNER, DIRECTOR OF CAREER EDUCATION, RUSSELLVILLE PUBLIC SCHOOLS, RUSSELLVILLE, ARK.

Mr. Chairman, there is no way I can fully tell you and this distinguished committe what is happening in Russellville, Arkansas. There is no way I can put it into words. I have brought letters with me to help tell you the story, but only by being on the scene day by day could you fully understand what career education can mean to a school district and a community.

The Russellville School District received a grant for a Research and Development Project in Career Education conducted under Part C of Public Law 90-576 beginning June 1, 1973. The proposal submitted was primarily guidance and counseling based since this need seemed greatest for our district and the eight area school districts who send students to the Area Secondary Vocational Center located in Russellville.

After 27 very happy years as a teacher and a counselor in nine school districts in four states, I was designated as project director upon the recommendation of the superintendent to the school board. I appreciated his confidence, but let me tell you now that it's a good thing for me that I'm the youngest of eight kids from a hardworking farm family because from that background you do learn humility. During the pre-Dr. Ken Hoyt era career education literature echoed a call for educational reform but could offer few realistic ideas on how to go about it. The best beginning was recognizing that every source of help was needed to develop the program. This set the stage for the viable, conceptual approach that not only works but allows for constant evolvement as needs arise.

Fortunately, we're a close-knit educational family in Arkansas. The State Department of Education, post-secondary educational institutions, and local school districts share and work harmoniously. By 1973, Arkansas had developed exemplary programs with positive meaningful results; but, within our own uniqueness which is true of every school district, it was decided that our success would depend on ways of obtaining the involvement of our community. We have achieved this involvement and are pleased that the community involvement is built into the current legislation.

One of the most critical areas in the successful implementation of career education is in the area of guidance and counseling. Much has been accomplished in this area by field career education personnel working closely with counselor training institutions to provide in-service for counselors, teachers, administrators and community representatives. Counselors will redirect their efforts toward more activities in career development when given the help and opportunity to do so.

Career education in Russellville is within Dr. Hoyt's concept in every respect. The beginning was by accident but dictated by good common sense and a firm,

positive belief that by working together there was nothing we couldn't accomplish. The future for us is a very promising one, and we are most grateful.

I sincerely hope that the report I am giving shows clearly that career education is viable, and districts are willing and capable of implementing career education but are being starved by lack of funding. This legislation being considered would carry the nation a long way toward full implementation of the career education concept.

UNIVERSITY OF CENTRAL ARKANSAS,
Conway, Ark., January 29, 1976.

Hon. CARL D. PERKINS, *Chairman,*
House Education and Labor Commission,
U.S. House of Representatives,
Washington, D.C.

DEAR SIR: Mrs. Loretta Bonner will be appearing before your Committee regarding Career Education. She is probably better informed as to what is being done in this area than anyone who has field contact in the State of Arkansas. She has developed a field program in the Russellville School District second to none in the state.

It has been my privilege to teach in this program, and to plan for other courses to be taught. I feel she can speak with authority in this area.

We are developing a career education concept from preschool through college, and I personally strongly endorse this program.

Sincerely yours,

NELTON D. PATTERSON,
Chairman, Counseling and Psychology Department.

RUSSELLVILLE SCHOOL DISTRICT *14,*
Russellville, Ark., January 30, 1976.

Hon. CARL D. PERKINS,
U.S. House of Representatives,
Rayburn House Office Building,
Washington, D.C.

DEAR SIR: We are extremely pleased with the career education program as it evolved and developed in our school system.

The program we developed was based on a federal grant. From the beginning our philosophy was to make teacher participation voluntary and to depend on selling the program to get staff involvement.

This approach proved to be successful. At the end of the two year federally funded project, the program was continued with local funds because of its wide acceptance by students, teachers, and the community.

Through participation in the career education program our students and teachers have become more aware of themselves and their particular values, abilities, and talents. They are now able to relate self to information about the characteristics, demands, and qualifications of various careers.

An important result of the career education program has been the positive influence on teaching strategies and methods. Creative teachers were able to integrate career information with reading, mathematics, and other subjects; in turn, this has had a multiplier effect with other teachers. This "fallout" effect of developing new teaching models which could be related to all teaching has been of great value.

The program has been a vehicle for improving public relations within the community. Industry, business, labor and the professions have been directly involved with the program since its beginning. The community now knows more about what our schools are doing and are attempting to do in all phases of the school program.

We strongly endorse career education as it has developed in our school district. Money should be made available for other districts to replicate that part of our program which could be adapted to fit their particular needs.

Sincerely,

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_____, *Superintendent of Schools.*

_____, *President, Russellville School Board.*

RUSSELLVILLE CHAMBER OF COMMERCE,
Russellville, Ark., January 30, 1976.

Hon. CARL D. PERKINS,
U.S. House of Representatives,
Rayburn House Office Building,
Washington, D.C.

DEAR SIR: A community depends on the continual flow of well educated young people into the work force. From these young people will come the leaders of tomorrow. The extent to which a community can maintain and effectively utilize this vast resource will determine its eventual success.

The Russellville career education program has provided a catalyst in bringing together the resources of the school and community toward the goal of providing a quality educational program.

Russellville has already received and will continue to receive dividends from the career education program.

We strongly urge you to use your influence to help provide financial support so that current career education programs may be maintained and new programs developed.

Sincerely,

JIM BERRY,
Executive Vice President.

THE FIRESTONE TIRE & RUBBER CO.,
Russellville, Ark., January 30, 1976.

Hon. CARL D. PERKINS,
U.S. House of Representatives,
Rayburn House Office Building,
Washington, D.C.

DEAR MR. PERKINS: Career Education is a common working ground for Industry, Education and Labor. In no other field can these three powerful entities agree more than on the need for students to obtain more knowledge of the world of work. It is to the credit of the individual, employer, and labor union when employees are thoroughly satisfied with their *chosen* occupation. Career Education allows them to choose.

Specialists are required in today's work force. People with special skills and a positive sense of direction are desperately needed. Our country cannot afford the person who wanders from job to job looking for something he or she would like to do. This is the beauty of Career Education. It gives students the opportunity to discover and select a lifelong occupation while still a student.

It has been my privilege to serve on the Career Education Advisory Committee at the local schools (K–12) for three years. During this time, we have had numerous high school students observe workers in our plant. The knowledge obtained by the students during these visits cannot be obtained in the classroom. Using the community as a classroom is a great idea.

During the past three years, area educators have had the opportunity to observe in local businesses and industries. They receive invaluable impressions to take back to the classroom. Also, local business and professional persons take time to share their job knowledge with students in the classroom. We've had hundreds of such experiences.

Clearly, Career Education is a bright spot in America's future and our plant is happy to play a part.

Sincerely,

W. T. HILL,
Supervisor/Labor Relations.

JUVENILE COURT OF POPE COUNTY,
Russellville, Ark., January 30, 1976.

Hon. CARL D. PERKINS,
House of Representatives,
Washington, D.C.

DEAR SIR: The elementary school level is most crucial in a child's life. Career Education through it's emphasis on values, the development of an adequate self-concept and the opportunities for children to see the many working roles in our society is having many positive effects.

Career Education is helping young people broaden their horizons so that they become more goal-orientated. I am firmly committed to the idea that if a young person feels good about himself and if he has a goal in the future, he will never become a client of mine.

I am on the Career Education Advisory Committee. I enthusiastically endorse the concept and what is being accomplished here.

Federal Legislation that could provide assistance to all school districts in Arkansas is badly needed for all of us, but is most important for the youth of our State.

Very truly yours,

RUTH H. ALLEN,
Director of Probations.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
REGIONAL OFFICE,
Dallas, Tex., December 15, 1975.

DR. HARVEY YOUNG,
Superintendent of Schools,
Russellville School District,
Russellville, Ark.

DEAR HARVEY: The Regional Workshop on Secondary Education held this past week developed into one of the most successful activities we have had the privilege to sponsor. One of the real highlights of the week was the participation by Mrs. Loretto Bonner and Mr. Chuck Horne. The description of your Russellville School-Business-Community project was made on an extremely effective and professional basis, reflecting the extraordinary success of this program. We feel privileged to have been exposed to the exciting developments in Russellville, and I am most anxious to have this program projected at the National Conference on Secondary Education in Denver on April 25–29. In this way it is my belief that the Russellville project will receive the national attention that it deserves, and that can be viewed as a model for school systems and communities across the nation to follow.

Loretto and Chuck will receive formal invitations to this major conference from Washington, and we are hopeful that it will be possible for them to attend.

Again thank you for your support of our workshop. We are, indeed, sorry that you could not be here in person.

Best wishes for the holiday season.

Sincerely,

EARL P. SCHUBERT,
ARC, Workshop Coordinator.

STATE OF ALABAMA,
DEPARTMENT OF EDUCATION,
Montgomery, Ala., January 30, 1976.

HON. CARL D. PERKINS,
Chairman, Committee on Education and Labor,
U.S. House of Representatives,
Rayburn Building,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: The Alabama State Department of Education is deeply grateful to you for introducing H.R. Bill 11023 cited as the "Elementary and Secondary Career Education Act of 1976."

Alabama has been actively engaged in Career Education since 1972 and has been successful in establishing thirty-six demonstration schools. The classroom teachers and students in kindergarten through post-secondary education are demonstrating that career awareness, career exploration and career preparation are essential to meet the needs of youth today. We have found that Career Education is the vehicle through which students can improve in the basic skills areas. In the schools where Career Education has become an integral part of the total curriculum it has become a definite link toward bridging the gap between the school, community, business and industry.

As State Superintendent of the Alabama Department of Education I am fully committed to Career Education and I am convinced that it shoud and will

be reflected in the total educational structure. The Alabama Department of Education accepts the provisions of the Bill and agrees to abide by them. However you might consider looking at page 6, Section (c), line 17 and change the grades from "grades one through ten"—to grades one through nine. Also look at line 20, page 6, Section (c) and change this to read grades ten through fourteen instead of "eleven through fourteen."

I pledge my unbiased support to you and to the support of H.R. Bill 11023 for Career Education. If we can be of any assistance in your efforts for Career Education please call upon us.

Sincerely,

WAYNE TEAGUE,
Superintendent of Education.

REPLICATION PROCESS TO GAIN INDUSTRY-EDUCATION-LABOR INVOLVEMENT AND COLLABORATION

I. INITIAL PUBLICITY ABOUT CAREER EDUCATION CONCEPT AND NEED FOR COMMUNITY INVOLVEMENT

A. Newspaper articles were prepared and released.

B. Radio programs were prepared and spot announcements were made.

C. Door to door visits to 50 businesses and industrites were made: (1) To explain the concept and gain input and support and (2) to explain activities and gain suggestions for new activities.

D. A survey of 190 employers was made to determine interest in using the placement service.

E. Regular counselors are now performing the above activities.

II. IN-SERVICE TRAINING INITIATED PRIOR TO FORMATION OF CAREER EDUCATION ADVISORY COUNCIL

A. Graduate level workshop—Fall, 1973.

1. Principals, counselors, classroom teachers from K-12 were represented among the 70 participants.

2. One week of instruction followed by two hour sessions each month of the school year were held.

3. Community involvement: (a) Participants visited 23 businesses and industries to interview a manager and at least one employee and to observe the work setting, (b) representatives of the industry-labor community provided follow-up instruction during the monthly meetings.

B. One-day workshop for all school district personnel.

1. *Local* teachers from the graduate workshop were used as group leaders.

2. *Local* community resource people were used to emphasize the importance of career education.

III. ORGANIZATION OF ADVISORY COUNCIL

A. Earlier activities and surveys provided information from the educational community about career education needs in the school district.

1. Members representing business, labor, industry, government, and the professional communities were chosen.

2. Members dealt with needs that had emerged from earlier activities by: (a) Participating in curriculum planning; (b) working as resource persons for the classrooms; (c) working in in-service training for teachers; (d) working on state-wide legislation for career education; and (e) acting as community liaison persons.

B. The natural evolvement of the career education concept district wide has broadened the role of the advisory council, and it has been recommended that the council be expanded to become an Industry-Education-Labor Advisory Council for the school district.

These activities set the stage for the Russellville project. The *Process* is important to replication; the *Project* once the *Process* has been replicated will take on the flavor of the local community, and the activities ensuing are not necessarily applicable to every school district.

68-307—77——11

IMPLICATIONS OF THE RUSSELLVILLE EXPERIENCE

1. The educators and community must understand the career education concept very clearly.
2. The educators *and* the community must be involved in the development of the program. The community *must* be surveyed at the beginning to identify the needs and resources for satisfying those needs.
3. The needs identified and the activities to meet those needs must come from the educators, parents, students, and the community.
4. The formation of an advisory council should come *after* some of the educational and community needs have been identified by the groups concerned, and the advisory council sees a job to be done.

DETAILED STEP-BY-STEP PROCEDURES USED IN GAINING I-E-L INVOLVEMENT AND COLLABORATION

Believing that the grass roots approach to educational change is both realistic and operable, the Russellville area placed special emphasis on community involvement in Industry-Education-Labor concomitantly with a research project in career education.

The focal point in Russellville is an area vocational career center which draws students from eight surrounding school districts. The director of career education, working closely with the director of vocational education, administrators, teachers, and counselors, serves as the principle liaison between the schools and the community.

In order to establish community involvement in the Russellville area, a series of action steps were taken initially to deveop I-E-L cooperation and collaboration:

1. Local newspapers featured articles on the concept of career education and the important role the community plays in its successful implementation.
2. One radio station beamed spot announcements explaining career education; another radio station interviewed the career education project director who explained the importance of involvement and asked for support from all segments of the I-E-L community.
3. Career education project members visited fifty businesses and industries, talking not only to management but with workers, to elicit community involvement which included developing a placement service, getting volunteers to make career learning tapes, identifying and gaining permission for learning trips, establishing a library of resource people for the classroom and the shadowing program. Shadowing is a type of career exploration, a realistic concept that allows a student to spend a full working day with a person engaged in a particular career area.
4. Letters, brochures, and placement reply cards were sent to 190 businesses and industries in the Russellville area to introduce the project. Placement reply cards were used to determine what businesses or industries would be interested in using the placement service. A copy of the brochure is included in the Appendix.
5. Career education personnel designed part of an initial Career Education Workshop, held on the Arkansas Tech campus, to allow the participants to visit 23 businesses industries to interview the manager and one employee.
6. A large percentage of students who are graduated from high schools in the Russellville area go directly into industrial jobs. To help educators gain a better knowledge of what these jobs involve, the career education personnel through the University of Arkansas designed a three week Career Education Workshop as the second stage of in-service training. Participants spent the majority of their time in various industries for an in-depth look. From this experience a 300 page volume of Industry Formats and Job Profiles was developed which gives the feelings of workers as to preparation at the secondary level necessary for job success; qualifications, training, and education needed for the job; attitudinal skills needed, and an evaluation as to nine life value areas. Samples of the formats used are included in the Appendix.
7. A Career Education Advisory Committee was formed to represent a wide cross section of careers including labor, agriculture, business, industry, government, homemaking, and the professions. Advisory committee members, in turn,

have participated in curriculum planning for industrial exploration offerings at the junior high level and have been actively involved as resource people, in in-service training for educators, and as community liaison people.

8. A statewide Career Education Meeting held in Russellville featured community people working on two panels, one on shadowing involving three career persons who had been shadowed along with the students who had shadowed them. The other panel highlighted I-E-L cooperation and collaboration and involved the members of the Advisory Committee, the Superintendent and Deputy Superintendent of the Russellville Public Schools, a local businessman, and a teacher.

9. Since guidance and counseling personnel represent a major component in I-E-L coordinative and collaborative efforts, classes in guidance and counseling through University of Central Arkansas are being offered each semester in Russellville. During June, 1975, a three week workshop developed within the career education concept was held through U.C.A. A major part of the workshop involved people from the I-E-L community: U.S. Department of Labor, 3-M Corporation, Department of Mental Health, Social Security Administration, Juvenile Probation Office, County Health Department, Vocational Rehabilitation Services, Firestone Tire and Rubber Company, Carpenters Local 1836, Architecture, U.S. Corps of Engineers, Vocational Education, Arkansas State Legislature, and Employment Security Division.

10. The Russellville School District is an active participant in the Russellville Chamber of Commerce. The Superintendent of Schools is currently president-elect of that organization.

11. In the fourth year of operation, the secondary area Vocational Career Center in Russellville has become a state model in I-E-L collaboration.

Offerings for learning or upgrading skills for the general public include metal fabrication, drafting, machine shop, auto mechanics, horticulture, and electronics.

Specific I-E-L efforts include: (a) Joint planning and initiation by the vocational center director and instructors, Valmac Industries, Morton Frozen Foods, and Rockwell Manufacturing has resulted in industrial maintenance classes involving 75 people.

(b) Six pre-employment classes sponsored by the Arkansas Industrial Development Commission and the Employment Security Division for the Ladish Company, forgers of steel fittings, resulted in approximately 80% employment of the trainees by the Ladish Company.

(c) Electronics classes for the Western Arkansas Telephone Company (beginning and advanced) involved 90 telephone company personnel.

(d) Continuing apprenticeship carpenters' classes through Carpenters Local 1836 are held.

(e) Drafting and special welding classes for journeyman carpenters of Carpenters Local 1836 are a part of the collaborative I-E-L plan.

According to the implementation plan, the Career Education Project staff did not solicit civic and other clubs. It was a calculated risk but one which paid off. Many club members had already become involved through their career areas, thus helping to stimulate enthusiasm and interest in other club members. The Career Education Program is totally dependent and based on community involvement. Resource people, learning trips, and the shadowing concept all depend on the willingness of the industrial, business, labor, and governmental people of the community to participate in its activities. This participation has been enthusiastic.

The I-E-L concept of the Russellville program calls for continuous evaluation so that career education remains an integral part of the total school program and bridges the gap between education and the community, each becoming a learning station or situation for the other.

The impact of the I-E-L cooperative effort on the Russellville School District and the eight nearby cooperating districts has directly influenced the upgrading of the entire education process in this West Central Arkansas River Valley area. The passing of a school bond issue for the first time in a decade, the total positive involvement of the community in school affairs, and the successful development of a plan to help meet the growing manpower needs of an expanding area whose economy is balanced between agriculture, industry, business and tourism, are evidences of the program's socio-economic influence in the region.

The successful I-E-L efforts in Russellville have served as models for other localities in Arkansas.

Educational literature has reflected the fear that community involvement might be just a "honeymoon" and that the business, industrial, labor, and professional communities would grow tired of the time and energy required to bridge the gap between the schools and the community. The following figures representing K-12 involvement in the Russellville area refute the "honeymoon" fear:

Year:	*Community people*
1973–74	443
1974–75	788

Activities to date for the 1975–1976 school year show an increase.

The steps of implementation, and the viable, adaptive, conceptual approach to change has been painless and exciting. By keeping the approach adaptive and viable, new methods for I-E-L cooperation and collaboration can occur as a natural part of the educational process.

APPENDIX

CAREER EDUCATION: A TOTAL CONCEPT

Career education is the most exciting new development in education today. It is not a fad or a revolution, but a total idea that covers the entire range of education from kindergarten to college and beyond. Career education does not seek to replace, but instead to become a working part of all existing educational programs.

If you are a parent or are employed, you are directly involved in career education.

THE GOAL

Our goal in career education is to combine the formal educational experience with the reality of the working experience. In doing this, we hope to provide the student with the knowledge that will enable him to make realistic career decisions when he is ready to do so, as well as the skills necessary to insure him success in his chosen career.

USING TRIED AND TRUE METHODS

To accomplish the goals of career education we must provide the student with accurate and realistic information about all types of occupations. In addition to prepared materials, we hope to invite speakers from the working community to come into the classroom to share with the student information regarding his career. It would also be desirable for a student, either individually or in small groups, to take earning trips into the business community to gain first hand knowledge of the world of work. We are currently attempting to establish a library of resource people who will help us meet these needs.

PLACEMENT

Young people are the future of any community. If we are interested in the continuing up-grading of our city and the surrounding area we must realistically adjust education and training to secure the future. Indications are that 85% of all future employment will not require a college degree. This does not deny the fact that many specific professional careers require a college degree and that the social and personal maturing benefits from years in college are invaluable. But, we have to adjust to the facts that business and industry are looking for people who are specifically trained in a certain area and that many of these areas do not require a college education. We have to adjust our attitudes on the value of many jobs which do not require a college education.

Many educational systems have fallen behind in the providing of realistic information and opportunities available to many young people. We in the Russellville area are taking a giant step in trying to improve and upgrade this area by setting up a school-based placement service to provide realistic information on occupational attitudes, training, and out-look. The placement office has set

up goals that, when accomplished, will bring business, community, and education into a working relationship which will give each other a better understanding of the other.

The placement office hopes to accomplish these goals by working in conjunction with the State Employment Security Division and other established agencies involved in the placement of young people. The goals of this service are to (1) identify and inform students about job openings and actually to match students to jobs; (2) interview students to inform them on how to apply for a job and the attitudes needed in securing a job; (3) provide assistance in job placement to graduating seniors who wish help; (4) interview prospective school drop-outs to help them determine whether they have explored all alternatives before dropping out of school, and (5) assist school drop-outs in securing employment or further training.

It is our hope that through this office you, the community and parents, will take a giant step forward in securing the future for Russellville and its young people.

A COMMUNITY PROJECT FOR THE COMMUNITY

Since a person spends approximately two thirds of his lifetime pursuing a career, it is important that parents, educators, employers, and civic leaders combine forces to upgrade the educational process. If we work together as a total force, the community will reap the benefits by young people being more aware of themselves and better prepared upon entrance into the labor force. Young people are the future of any community. Won't you help us Focus On The Future!

YOUR INVOLVEMENT IS ESSENTIAL

Your involvement is necessary, vital, and essential if career education is to be a success! If you would like to find out more about the Russellville Model Career Education Project, call 968-7270, or write to the following address:

Model Career Education Project
P.O. Box 928
Russellville Public Schools
Russellville, Arkansas 72801

JOB PROFILE

The profile is divided into two parts, factual and attitudinal. The following data should be completed on each job studied. A great deal of this information can be obtained through interviewing employees, but each participant is urged to "get the feel" of the job before the interview. This deeper insight will make the information more realistic and will provide attitudinal data necessary to understand the totality of each job.

JOB PROFILE FORMAT

1. NAME OF BUSINESS:
2. JOB TITLE:
3. SPECIFIC SKILLS REQUIRED IN JOB:
   A. COMMUNICATIVE:
   B. MATHEMATICS:
   C. SOCIAL:
   D. SCIENTIFIC:
   E. PHYSICAL:
4. OPPORTUNITIES FOR ADVANCEMENT:
5. SALARY RANGE:
6. EDUCATIONAL REQUIREMENTS:

INDUSTRY FORMAT

1. Name of industry:
2. Number of employees:
3. Salary range:
4. Educational range:
5. Fringe benefits:
6. Training opportunities within industry:
7. Procedures for advancement:

8. Turnover rate:
9. Application procedures:
   A. Do you employ through Employment Security Division?
   B. Personal interview?
   C. Written application?
   D. Test?
10. Ratio of men to women:
11. What personal qualifications do you want in your employees?
12. What training in school would you like to see stressed?

Name: _____

Job Title: _____

Place of employment: _____

LIFE VALUE QUESTIONNAIRE

For each question below, please circle the number you feel best fits your job situation.

	High										Low
1. To what extent does your job give you time to spend with your family?	10	9	8	7	6	5	4	3	2	1	0
2. What type of job security do you have?	10	9	8	7	6	5	4	3	2	1	0
3. What type of wages do you earn on your job?	10	9	8	7	6	5	4	3	2	1	0
4. What kind of opportunity for variety does your job allow you? For instance, do you primarily do one thing or do you do many different things?	10	9	8	7	6	5	4	3	2	1	0
5. What opportunity for advancement do you have in your present job?	10	9	8	7	6	5	4	3	2	1	0
6. What opportunity do you have to be creative in your present job?	10	9	8	7	6	5	4	3	2	1	0
7. What level of status and prestige is attached to your present job?	10	9	8	7	6	5	4	3	2	1	0
8. What opportunity do you have to influence others in your present job?	10	9	8	7	6	5	4	3	2	1	0
9. What opportunity do you have in your present job to be given responsibility?	10	9	8	7	6	5	4	3	2	1	0

Chairman PERKINS. I just want to compliment Ms. Bonner. Mr. Laramore.

STATEMENT OF DARRYL LARAMORE, SUPERVISOR OF GUIDANCE, MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.

Mr. LARAMORE. I supervise over 200 counselors in Montgomery County, Md., which is a suburb of Washington, D.C., where the majority of high school graduates go on to college or at least say they are going on to college. Still we find students in Montgomery County are unaware of many kinds of options available to them, and they take jobs that do not meet their expectations or give them satisfaction. Many who manage to complete college find themselves either unemployed or underemployed. We have hundreds of liberal arts, B.A. degree people running around out in Montgomery County looking for jobs and then going back to receive skilled training at perhaps Montgomery College or some of the other technical schools.

I am convinced that many students in Montgomery County go to college to put off making a decision for 2 years, and 4 years or, would you believe, 6 years. I am convinced that this is true.

We have recently established career centers in 15 of our 23 high schools as a focal point for career education and the career guidance

movement. My task today is to specifically talk about the counselors role in the complete career education concept.

One student wrote a letter to the editor of the News at Perry High School after the program had been in effect for 1 month. The student said this:

> DEAR EDITOR: For the first time in my thirteen years of schooling something has been done to help me with my future plans. After my visit to the career center I realized what jobs I could perform. As a result, I now have a positive attitude about by usefulness in society and which jobs present opportunities for me.
>
> Mrs. Manina, Career Technician, was very helpful in helping me find a career field related to my interests. In addition, she also offered several suggestions and helpful hints to finding the right job. The Career Center already in its first month of school has been a tremendous help to me as it has to other members of the student body.

Career education, if it is to affect educational reform, requires a team effort of counselors, teachers, and paraprofessionals. I was very impressed with what they were talking about and the thread that went through all of the testimony was we need inservice training.

We are expecting our counselors to take a leadership role in providing inservice training of teachers and assisting them to provide the leisure and career options of their subjects.

The counselor is the obvious choice to orchestrate the career education program. He or she is trained in the group process and is well equipped to work with the teaching staff.

Counselors who have been trained to provide these services find that their jobs become more rewarding as they see a more effective delivery system of their services to students.

Counselors not only provide this leadership role but work with teachers in the classroom to teach self awareness, broadening career options, decisionmaking, information-seeking, job-seeking, and job-holding skills.

They can assist teachers to make students aware that career decisions affect many parts of their lives such as: the neighborhood they live in; the geographical area where one settles; the leisure they can enjoy; the person they marry; and the kind of family life they can enjoy.

We are also extremely interested in serving the needs of students who terminate their formal education after high school and those who have mental or physical handicaps, and have made strides to meet these needs.

The Montgomery County Board of Education demands evaluation of our programs. Research was conducted to determine the effectiveness of our career center and career education program. Dramatic results were shown in those schools that had the programs.

I would like you to consider inserting into the record these documents:

The report of the effectiveness of the implementation of the policy on career counseling by the Advisory Committee on Career Education: a description of our career centers; and comments from counselors from all over the country on what keeps them going in career education.

Although we have made strides to implement the program in all of our 200 schools, we find we cannot afford the massive inservice training of teachers and counselors that are required to fully implement a program.

We desperately need assistance from the Federal Government to see that our staffs have the skills to deliver the program that the students need. I have read H.R. 11023 and feel it would give us the opportunity to fully implement our program. I would like to recommend, however, that it not be terminated at the end of 4 years.

However, as some of the other people have said, I do believe we need more than 4 years. I would recommend between 8 and 10 years.

Thank you.

[Material submitted for inclusion in the record follows:]

OFFICE OF THE SUPERINTENDENT OF SCHOOLS,
MONTGOMERY COUNTY PUBLIC SCHOOLS,
Rockville, Md., October 8, 1974.

MEMORANDUM

To: Members of the board of education.
From: Homer O. Elseroad, superintendent of schools.
Subject: Report on the effectiveness of the implementation of the policy on career counseling by the advisory committee on career education.

As part of the implementation of the Policy Statement on Guidance and Counseling adopted by the Board of Education on October 22, 1973, the Superintendent's Advisory Committee on Career and Vocational Education was asked to study the effectiveness of the implementation of the policy on career counseling. It was requested that a report be presented to the Board by October 1, 1974. Attached is a copy of the committee's report.

Since career information and counseling is part of a comprehensive career education program, there are certain findings and recommendations which refer to the total program. Staff members have met with the chairman of the subcommittee to discuss the details of the ten recommendations.

In order to report to the Board of Education in October, the subcommittee collected data in the spring of 1974. Had this study been conducted in the fall of 1974, the results would have been affected by certain programs and strategies which have been implemented since last year. The following are examples of improvements undertaken since the spring of 1974.

1. Career information technicians have been placed in four additional high schools.

2. A modified career advisor program, modeled after the Winston Churchill pilot career education program, has been initiated in six additional high schools. This followed a one-week in-service workshop provided this summer for school teams made up of administrators, librarians, counselors, classroom teachers, supplementary education specialists, and career information technicians.

3. Representatives of all middle and junior high schools attended two days of a career education in-service workshop during the spring of 1974. School teams, composed of an administrator, a counselor, a librarian, and one to three teachers, developed school plans for career education in-service training of the total school staff and a plan for career education implementation in the school.

4. Staff development courses were offered during the summer and fall, 1974-1975, for career education in the elementary school (CP-02) and career education in the middle and junior high school (CP-03). There have been large enrollments in all of these courses.

5. Local school in-service training of administrators, counselors, librarians, and career information technicians has been carried out to determine program objectives and define roles in those schools where career information technicians have been placed.

6. Copies of the committee's questions have been sent to all secondary schools asking them to evaluate their programs and take steps to implement more effective programs.

Attachment.

REPORT TO THE BOARD OF EDUCATION ON THE EFFECTIVENESS OF THE IMPLEMENTATION OF A STRONG PROGRAM OF CAREER INFORMATION AND COUNSELING IN EACH SECONDARY SCHOOL UNDER THE LEADERSHIP OF THE PRINCIPAL AND COUNSELING STAFF

In March, 1974, the Superintendent's Advisory Committee on Career Education, at the direction of the superintendent, established a subcommittee to investigate the effectiveness of the implementation of the subject policy on career counseling. The scope of the study included the understanding, involvement, and utilization of career information and counseling by students, teachers, counselors, administrators, parents, and community.

The objectives of the study were: (1) To assess the effectiveness of the implementation of a strong program of career information and career counseling in each secondary school; (2) To identify the characteristics that appear to be necessary for an effective career information and career counseling program; (3) To identify the negative factors that limit the implementation of an effective program; and (4) To make specific comments and recommendations concerning improved program effectiveness to the Board of Education.

In designing the investigation, the subcommittee realized that time to visit and completely analyze the programs in all 52 secondary schools would not be available. It was decided, therefore, to investigate the programs in 24 randomly selected secondary schools. The subcommittee was organized into six teams. Each team consisted of one nonschool person and one guidance counselor from Montgomery County Schools Counselor Association. In order to insure a representative sampling of schools, each team was assigned an administrative area and asked to select randomly two high schools and two junior high schools. Teams were directed to select all schools to which Career Information Technicians had been assigned.

To maximize consistency of coverage of schools, a basic set of survey questions was designed (see attachement). All investigating teams were required to cover these basic questions. Finally, to insure objectivity, counselors were not permitted to investigate their own schools.

The investigation involved nearly 200 hours of effort. Each team spent between four and six hours in each school talking to parents, teachers, counselors, students, and administrators. This time frame was decided on to minimize the time demand on professional staff as well as lay persons. However, the investigating teams without exception said this was less than they would have liked to have had to do the kind of in-depth investigation needed.

Besides the subcommittee's concern for objectivity, continuity, thoroughness, and uniformity, another major concern was that the investigation be viewed by school personnel as something positive. The fear was that if the purpose of the investigation was not clearly understood and that if staff felt their school was being evaluated and compared, their attitude may be somewhat defensive. Therefore, every effort was made to keep the investigation low-keyed, informal, nonthreatening, and open. Also to ensure the integrity of the investigation, it was decided that the names of the schools investigated would remain anonymous. The subcommittee worked very closely with the Superintendent's Office, Central Administration, and the School Counselors Association, always following the chain of command. Dr. Laramore and his staff were fully involved in the investigation and of the designing of the survey questions.

On April 8, Elseroad sent a memorandum to all school principles explaning the investigation and the subcommittee's requests to visit their schools. On April 18, the teams began arranging for visits; and by June 15 the investigations were completed.

The investigators felt that if the career information and career counseling program is to be effectively implemented, it is essential that administrators, counselors, teachers, students, and parents understand their roles. As the investigators pursued this point, there seemed to be a clear understanding by teachers, counselors, and most administrators that the role of the administrator is to provide leadership. However, the roles of the teachers and counselors were less clear. For example, teacher's perception of role ranged from that of focal point to that of no role at all; while the counselor's perceptions of role ranged from that of focal point to that of resource person.

In most instances, administrative personnel had precise ideas about how a career information and career counseling program should be structured. How-

ever, these ideas were seldom permeated to other staff. Although the investigators did receive some written material, in only one instance was any written statement of objectives received. This investigators felt, was a real weakness.

The teachers who understood the concept and seemed to be committed to career education were frustrated by the lack of planning time, funds, space, and materials. Most were implementing the program on their own time and developing their own materials. Many seemed very discouraged and disillusioned.

Communications seemed to be a major problem with everyone. For a career information and career counseling program to be effectively implemented, effective communication is essential. However, there appeared to be little involvement of counselors and teachers in the planning and design of the program. The investigators found that while some staff attended workshops, other attended training sessions at their own schools, conducted by central administrative staff. It seemed to the investigators that things being done to and for staff, but not with them. Also, there had been no follow-ups to the workshops or the school presentations. This resulted in loss of continuity and diminishing enthusiasm and understanding. It is possible that follow-up was planned but not implemented at the time of the investigation.

Semantics was also seen as a critical problem. There seemed to be no clear understanding of the career education concept. No definitions of terms have been communicated to school personnel.

There seem to be a very positive correlation between the administrator's leadership and ability and commitment to and understanding of career education and its effective implementation. Also, in those schools in which the counseling and teaching staffs were involved in the planning process, the program was being implemented more effectively. Personnel in schools in which there was a Career Information Technician communicated better understanding of what the program was all about and were much further along with program implementation.

Students and parents for the most part indicated little or no understanding of the program. In addition, at the junior high level, most of the students were not interested and did not seem to understand the future implications. It could be that our investigation gave them their first exposure to this new program. Nevertheless, an alternate approach to students and parents should probably be considered at this level.

After a careful analysis of its findings, the subcommittee recommends the following:

1. *The program with (a) goals and objectives, (b) definitions, (c) curriculum outlines, and (d) audio-visual materials be communicated to staff through intensive in-service training.* The concept of decentralization and local autonomy is a valid one in most instances. However, with a concept as new and complex as this, the subcommittee feels that some structuring from Central Administration is essential.

If this is not done, it is likely that some schools will have good career education programs, some will continue to have poor programs, and some will have no program at all. Because the effective implementation of this program is a Board of Education policy, it should be implemented as uniformly as possible throughout the entire school system. The subcommittee recommends that the authors of the guidelines have a broad and extensive knowledge in this area.

2. *Placements of Career Information Technicians in every secondary school as soon as possible.* The positive impact of the Career Information Technician on effective implementation was observed by all investigating teams, without exception, in every school in which a technician was employed.

3. *Funds sufficient to implement the program effectively must be provided.* Again, because an effective career information and counseling program is a Board of Education policy, funds must be provided for its proper implementation. If sufficient funds cannot be provided for staff, space, material, and curriculum development, Board of Education objectives for this program will not be realized.

A strong program of career information and counseling must be provided in each secondary school under the leadership of the principal and counseling staff. The Superintendent's Advisory Committee on Career Education will be asked to study the effectiveness of the implementation of the policy on career counseling. The Counselors Association will participate in this study.

4. *Involvement of all staff including counselors, teachers, and supervisory staff, as well as students and parents, in the planning and designing of the programs in their respective schools.* The committee is suggesting that while centralization of development (as cited in Recommendation 1) is needed, staff and students must be involved in program planning and design if effective implementation is to be realized.

5. *The establishment of highly visable career information centers in all secondary schools.* It is essential that the students receive maximum to the materials that are available in the schools.

6. *Design and implementation of a well-defined program of communication between central administration staff and counseling and teaching staff.* The next serious problem cited in the investigation was lack of communication.

7. *Designation by secondary schools of school staff members to coordinate career education.* Principals do not have the time to provide the day-to-day program coordination that is needed. A staff member in an administrative capacity must be assigned to coordinate the program on a daily basis assisting teachers, organizing and administering a continuing in-service training program, etc.

8. *The career information technician reports directly to the staff member designated as the coordinator for career education.* In most schools where the career information technician reported to the Counseling Department, the technicians were being assigned to tasks unrelated to implementing a career information program.

9. *A mechanism for insuring that the Career Information and Career Counselling program is being fully implemented in Kindergarten through Grade 12.* The investigators found that there was little or no coordination between the junior and senior high schools. That this lack of coordination also exists between the junior high and elementary schools is possible and should be investigated.

10. *Principals must assume a commitment to the program and strong leadership for its effective implementation.* The investigators observed that there was a very positive correlation between the effective implementation of the program and the principal's commitment and leadership.

Career Centers: more choice than chance

"The society which scorns excellence in plumbing as a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy—neither its pipes nor its theories will hold water."

This heavy bit of wall-poster philosophy greets all who enter Richard Montgomery HS's career information center. It also drives right to the heart of the career information program: sound career decisions based on a thorough knowledge of career options.

That *does* "hold water," according to the career information technicians who run the centers now operating in 15 Montgomery County high schools.

"If kids are given good information about careers, they generally make good decisions," said Gary Ford, career information technician at Walter Johnson HS. "Before, they frequently did not have easy access to information for making decisions that literally shape their entire lives."

Entering Walter Johnson's career information center—like others throughout the county—is stepping into another world. Rock music emanates softly (it *is* possible) for a transistor radio in one corner. About a dozen students are busily engrossed in as many different activities. The room seems crowded, with shelves displaying information, a middle-of-the-room collection of college catalogs by geographical area, and an activity level that generates constant low hum. Hardly anyone looks up at visitors or other students who enter.

The walls are bright blue, yellow, and green; planters hang from the ceiling; filing cabinets house non-catalog college information; and a myriad of posters, slogans, and signs adorn the walls.

Adjoining the center are the offices of two counselors and the work-study teacher. Two other adjacent spaces ("we're going to knock out the walls for more room") originally were designed to serve as outer offices for an assistant principal and the school registrar.

In the far corner a girl reviews an Army career information kit for job opportunities in the service. Two students browse through college catalogs. Another deftly speeds through occupational information displayed on the View Deck. Across the hall, several students pick up handouts from a large bulletin board on such topics as how to submit a resume, choosing a college, ways to find work in the job market, reasons why people don't get hired, and other aspects of the career scene.

"It's a joy to run a program like this," said Ford, "because it's real to the kids. A recent survey revealed that 99 percent of our students knew where the center was, and 89 percent had used it."

At Richard Montgomery, the center is somewhat larger, but otherwise similar in appearance and atmosphere. The bright, cheery room is also filed with shelves, displays, filing cabinets, and students. A sign-in sheet reveals that students are there "to use CVIS (a computer vocational information system), "to look up schools," "to find out about jobs," and "to just look around."

Career information technician Craig Bass says between 35 and 80 students a day use Richard Montgomery's career information center.

"The centers differ from school to school with each of us serving our own students, teachers, and communities," said Wheaton HS career information technician Mary Jo Ehly. "And the information technicians (actually guidance paraprofessionals) range from those right out of high school to some with master's degrees. One (Kathy Myers, at Sherwood HS) is a certified psychologist."

The traits of creativity, enthusiasm, information seeking, and ability to establish rapport with students, staff, and community, are more important than formal training, according to Darryl Laramore, supervisor of vocational guidance.

The need for career information isn't limited to high school students, according to Ford, who is quick to talk about alumni and parents who visit the center.

Much of then centers' emphasis is on working with teachers and counselors, supplying career information, and being a resource. Monthly in-service training sessions enable the technicians to share new information sources and strategies for getting staff, student, and community cooperation. The technicians pull together community resources for career seminars, develop materials and information for teachers, and conduct small group career information sessions. Counselors then work individually with students, to help make career decisions.

Wheaton is one of several schools that has opened its center on evenings to expand its service to the community. Although Ehly reports limited numbers of citizens using the centers, individual cases reveal how useful they can be.

One Defense Department employee contemplating retirement after 25 years, accompanied his son to the center one evening, according to Ehly. While the son used the computer terminal to get information about colleges, the father used the View Deck to determine what sort of retirement career might suit his interests and background. "We came to the conclusion he probably should go into some area of hospital administration," said Ehly.

The career information technician program began in 1973 at Rockville, Paint Branch, Richard Montgomery, Sherwood, and Wheaton high schools; expanded last year to Gaithersburg, Einstein, Walter Johnson, and Kennedy; and this year to B-CC, Blaid, Churchill, Peary, Poolesville, and Springbrook high schools.

"We are painfully aware of the school system's budget problems," said Laramore, "but this program is so worthwhile, particularly when compared with what it costs. We're hoping to expand it to several more schools next year."

What Keeps Me Going In Career Education

The following responses were made by participants to the above statement.

Career education supplies a way to bring really meaningful education into reality. Instead of talking about the outside world in the abstract, the teachers can use the career world outside the school as a teaching medium for transmitting basic education knowledge and skills. What can possibly be more exciting than being a part of tomorrow?

—*Mary Kosier.*

1. Personal development and career development go hand in glove.
2. Life's work is a way of defining ourselves.

3. Personal needs are met through work.
4. Job satisfaction relates to career planning and being in touch with ourselves-values-self concept.
5. Job satisfaction can provide meaning in life.
6. Work is often a social experience; social-personal skills are an important aspect of career development.
7. Career awareness/education is a developmental process.

All of the above reflect the importance of work in our lives. Personally, socially, economically—career education provides obvious relevancy in the school setting. Working with students, staff, and parents is what turns me on.

—Myrna MacDonald.

1. I see career horizons broadening for students so that they begin to choose career goals that are realistic and meaningful to them. Students are better prepared to make decisions regarding educational programs and career goals.
2. It's great to see the students excited about learning because they see the relativity to the real world.
3. Students enjoy participating in class activities and using the career resource center. Counselors work with students in group settings on decision making and value clarification skills.
4. The career education concepts and program have given the school personnel a common goal; therefore, we have better understanding and communication in various disciplines. Counselors and teachers are working together on career activities.
5. The positive reaction of parents who visit our classrooms and participate in career activities is encouraging.
6. It is exciting to plan new programs and see them implemented.
7. Sharing materials and ideas with counselors just starting out is very satisfying.

—Sue Hohenshil.

Career education is so important to me because I see it as a vehicle to provide better, more relevant education for students. Career education makes teachers, parents, counselors, students, administration, school board, business, and community members cooperate and work together to provide quality relevant education for students. No longer is one person responsible for trying to solve all the career development problems for a group of students. The biggest thing to me is the positive attitudes and feelings generated by those fortunate enough to be involved in career education.

It makes sense that when students leave school they should have had people working in their behalf to prepare them for life and the world of work. Career education helps people prepare for a job and helps them understand self and others so that they are satisfied with the job choice. It should further prepare them for use of leisure time.

Career education takes education beyond the classroom wall and should have benefits for individuals throughout their life.

Career education changes the counselor's role from a passive one to an active, vital part of the educational career developmental process of students.

Career education helps counselors meet and talk with community people and businessmen by providing them with a reason for being involved through work-experience programs.

—Charles McLean.

What turns me on is the opportunity to make education more meaningful to all the students, to see them begin to feel that they can exercise significant control of their lives. They find ways of using their abilities and interests so they meet personal needs and pursue desired lifestyles. They often develop ways of coping with some of the roadblocks put up by their families and society. Work is a significant part of the life of each of us. Not only is the end result a more satisfying and meaningful life for the individual but a greater contribution to our society.

—Bob DeVault.

These are what keep me going in career ed:

The concept: The relevance of the content material and the absolute necessity of career education for the students.

The process: The interaction between teaching faculty and guidance staff, as well as members of the working community.
The people: The enthusiasm of the people I work with within the system, and the community.
The personal opportunity: Freedom and administrative support to be a change agent within the system.

—Barbara Churchill.

Career education is alive, workable, relevant for students and teachers and especially counselors. Career education looks like a way to make counselors a vibrant, useful, integral, non-deletable part of the school system. It gets people excited. It makes them think in terms of humanizing the schools. I believe it will help the students of today cope with the world of tomorrow.

—Nannell Grube.

Career education has provided me with the opportunity to get involved with the business/industry community. This has enabled me to provide young people with current and accurate career information and materials to meet the needs of students, faculty, parents, counselors, and others in the Oklahoma City community. Career education is quite exciting, and I am constantly seeking more knowledge. Through career education I have been able to expand my own horizons as well as those of people with whom I come in contact either directly or indirectly.

—Cal Holloway.

As an elementary counselor I found students very turned off to so many things that go on in their school day. I started looking at ways to make school relevant and meaningful to students and found career education the key. We have such an enthusiastic curriculum director that, in spite of my busy schedule. I find myself being continually recharged and trying to push the career education movement among the elementary teachers.
I feel student learning becomes alive through the activities career education allows. To me career education is what real education should be about anyway. I feel that were the career education model completely carried out, many of our social ills would be cured.

—Marie Hiratman.

Students change from year to year, but many of the problems are the same. I am learning new ways to help students make future plans. I like learning with them, meeting business persons, visiting industries, and talking with parents. I enjoy working for the tomorrows for tomorrow's leaders. The work is never dull.

—Louise Bacle.

What keeps me going in career education is the fact that this concept can bring a change in public education that can move us from perpetual motion to programs that will better prepare students for the world they are in and will be living in.

—Bill Pitts.

This is a place in education where I can be creative. All the new materials I am being exposed to are really a boost to my enthusiasm. Learning new things is exciting to me; when my children get excited about learning, a continuous spark flows.
It's exciting for me, too, to meet the parents who come to explain their careers. I feel I get a tremendous insight into my kids, and it's great to see the expressions on their faces on their "special day."

—Nadine Dunning.

The thing that keeps me going in career education is the kids' response. The excitement and interest that career education activities generate are the rewards. Kids who have felt that school was not their place are finding that, in face, it is. There is room for *their* interests, *their* ideas, and *their* offerings. They can talk about what they think, how they feel, what they wonder about, what they wish for and dream of, whom they respect and admire, and can tell their teachers and friends, with increasing clarity, why.

Career education activities provide, for the academically poor student, a place to shine. It provides, for the good student, a new area—a challenge to thought in unexplored directions, perhaps a release from boredom. It provides, for the teacher, a new window to the child and the world itself.

—Ann D'Andrea.

1. The children are enthusiastic about this approach to learning.
2. The teacher is growing professionally along with the children.
3. The opportunity exists for total involvement—children, parents, the community.
4. It helps to clarify the "why" and "what for" of school to children.
5. It increases the child's understanding of himself and others and helps to clarify values.
6. *It is fun for kids and the teacher!!*
7. It brings the school and learning experiences out of the four walls and into the whole world. It makes school come alive for children.
8. Career education changes the focus from the product to people.

—Peggy Horner.

1. It serves as a shot in the arm for making the academics real and meaningful to children . . . an excellent motivational technique for teachers as well as kids.
2. It enhances a positive self-concept, thus building self-confidence as well as respect for others.
3. It is a learning experience for teachers as well as children.
4. It bridges the gap between the school, the home, and the community.
5. The spark of enthusiasm and confidence generated by the kids for learning serves as a reinforcement for me. It removes the "blahs" from teaching.

—Gwendolyn Wright.

I have found that by incorporating the idea of career education into my curriculum, I have been able to plan, with flexibility, lessons that are new and innovative and still teach the basic skills.

The enthusiasm that is generated between the *students, their parents, fellow teachers,* and *myself* is really what turns me on.

—Bertha Morris.

Career education is one way in which we can help children become aware of the necessity of learning skills.

Career education is exciting! The children's enthusiasm gives us real satisfaction. We feel a real need for a good self-image to be developed in each child, and we feel career education does this.

Career education can be implemented into our already existing curriculum—not an added subject in an already too busy schedule.

Career education can be carried on with limited comercial materials. Creating and using our own units makes it more relevant and more likely to be used.

—Dolores Johnson.

What keeps me going in career education are the needs of minority children. I feel it is very important to reach them at an early age because minority children, in particular, end up in the world of work unprepared. It should be our responsibility to guide these children in the right direction and prepare them for future life roles. Minority children tend to have a low self-image. In the primary grades (K-3), there should be a lot of self-awareness activities; studdents should be directed into making decisions and being responsible. It is very rewarding for me to see children at this age have a good feeling about themselves.

—Dora Wiedholz.

My original interest and enthusiasm about career education was the result of my association with someone who was already "hooked." It was new and challenging. During the next two years career education began to have more meaning to me. What keeps me going now is the knowledge that career education is just good education—the best! The concepts that I feel are most meaningful to me include:

1. Relationship between the world of work and school as motivation.

2. Self-awareness for lifelong decisions.
3. Stimulating learning environments leading to reduction of "student alienation."
4. Emphasis on academic achievement with a purpose.

Career education adds a new dimension to learning—not just learning for learning's sake, not just because "it's good for you," and not just because "I say so." The student becomes aware of the world within which he lives and has a "real" reason for twelve years of school.

—*Marilyn Hildebrandt.*

The thing that keeps me going in career education is knowing that the program can give students the opportunity to become innovative and motivated. I've seen teachers ask for more, and I feel good about my task.

—*Alan Schoenbach.*

The most important factor that keeps me going in career education is my belief that the students at the K-3 level are at a stage where they begin to focus on an awareness of themselves. This concept development is the basis upon which persons can build and develop ideas about what they wish to do with their lives.

The activities and discussions involved in the career education program provide a vehicle for me to work toward development of self-concepts. Career education allows me to exercise my own personal creativity and helps me to be able to create a more exciting atmosphere for the children in my classroom. The results of my efforts here have been personally rewarding.

The "spark" in the eye of a shy child who had previously felt that he "can't do" is worth so much when I can show him that he has much to offer, whatever his ability.

Efforts to integrate career education into all aspects of social and academic life at school are a challenge to me, although I would like to get to the place where I can drop the term "career education."

—*Judy Bowling.*

The connection between elementary education *now* and a practical use for it in the "real" world is vital, in my opinion, to the third graders I work with. At this level, many of the students *need* a reason for school and can easily be "turned off" to formal education. I am pleased that they were very excited about the unit we worked on and did see a purpose for formal education.

—*Judy Adams.*

The main thing that keeps me going in career education is "turning on" kids. When a child says, "My daddy will come and tell us about fixing teeth," his eyes light up and he makes all my efforts worthwhile.

I truly enjoy the involvement with the parents, too. Inviting them to come to the classroom and watch their attitudes change as a result is rewarding to me.

I feel that I am making a worthwhile contribution to the whole educational process of my six year olds, their parents, and others in our school community.

—*Phyllis Catlett.*

Chairman PERKINS. Thank you very much. That was a very useful statement.

Our next witnesses will be from business and labor, Mr. Howard Marshall, of the McCormack Spice Co., Dr. Albert Lorente, United Auto Workers, and Mr. Fred Wentzel, of the National Alliance of Businessmen. Dr. Lorente it looks like you are the only one here. Go ahead and identify yourself.

STATEMENT OF ALBERT LORENTE, UNITED AUTO WORKERS

Dr. LORENTE. I believe, Mr. Chairman, that is probably correct.

I am Albert Lorente, and I am here today as the international representative of the Skilled Trades Department of the UAW, and I am also the Chairman of the Michigan Career Education Advisory Commission.

Mr. Chairman, we have adopted very recently a career education policy statement. The statement has not been disseminated.

Chairman PERKINS. Without objection, your statement will be included in the record in its entirety, and you can continue as you wish.

Dr. LORENTE. First of all, on behalf of the UAW, I would first like to commend the chairman for introducing House bill 11023. We recognize that funding support of career education is one of the best methods of improving the conventional public education process.

Skipping through some preliminaries and getting right to the suggestions and comments that we have, number one, we think that we should expand the definition of career education to include more than job awareness, exploration, decisionmaking and planning. When you review the UAW's career education policy statement, you will note it states the UAW views the person's career as his or her whole lifetime which includes the various life roles experienced by a populist. With little exception, all persons will be students, family members and citizens as well as workers. Career education relates to each of these life roles.

We are of the firm conviction that career education must be more than just preparation for work.

Two: In section 6, paragraph C, on page 6, line 21, the proposed legislation should specify that work experience means non-paid work experience. We are also of the firm opinion that student experience in activities with employers which involves direct remuneration will surely lead toward the invitation, to change child labor laws, and relaxation of the minimum wage standards.

Further, there is a distinct danger that this activity would be jeopardizing the job security of the existing work force. Viable alternatives to this activity can be developed.

Three: Expand the funding provisions of the bill to sufficient dollar amounts. When we project the application of the worthwhile activities the bill seeks to fund, such as inservice training of services and counselors, and the training of local career education coordinators, we recognize the inadequacy of the funding. Our experience gained through active and direct participation with the Michigan Career Education Advisory Commission tells us that the average cost of inservicing teachers, counselors, and coordinators to the purposes and techniques of career education will be in excess of $100 per teacher. As that cost is totaled up to cover the teachers presently in elementary and secondary education, it is clear to us that the dollar amounts provided in the bill will not cover these costs.

Four: Remove the strict time lines for availability of funds as listed on page 6, line 5, 6, and 7, because many States have or are considering career education legislation and they have made progress toward eventual implementation of career education. These States can easily achieve the planning requirements of your proposed legislation. They need inservice training funds for teachers, counselors, local career education coordinators, and they need those funds now.

Some of the same States that have made progress with career education have had that progress slowed or stopped because of the economic downturn that we have experienced. Deficit financing is prohibited in many States and all education programs have suffered be-

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cause of this. Making funds available before September 30, 1977, to States that have acceptable career education plans will make implementation of career education a reality in many places long before the last year of funding as specified in the bill.

Since this is the first opportunity the UAW has had to appear before this committee with support for career education, we would direct your committee's attention to a special concern that we have. That concern centers around the fact that there is no representative from organized labor on the National Advisory Council for Career Education. This glaring omission has created resentment, suspicion, and hostility toward career education from various sectors of organized labor. We believe that suspicion and that hostility will continue for as long as membership on that council does not include a representative from organized labor.

The adoption of a policy statement by the UAW supporting career education stems in part from our direct and active participation on the Michigan Career Education Advisory Commission. Organized labor's role in the Michigan commission is justified by State law. In this capacity, we have been given the challenging opportunity to help conceptualize and operationalize career education. It has been a rewarding experience for us.

Our Michigan career education law provides for broad community participation on our advisory commission. In addition to educators, parents, and students, we also have representation from business and industry, organized labor, and other community groups. We believe our moving in that type of broad community involvement in public education and the public education process is not only feasible but can be productive as well. We have developed and adopted many of the conceptual and operational definitions required to implement the total career education programs for all students in the State.

Also, much of the necessary planning requirements at State, regional, and local levels have been completed. Our planning requirements are similar to your legislation.

Support for career education in Michigan has appeared in many places. Last October, General Motors Corp. released a policy statement endorsing career education. Coincidentally, the business and industry representative of our commission at the present time is from General Motors.

Because of our experiences in Michigan, I am sure that when and if a representative from organized labor sits on the National Advisory Council, promotion and implementation of career education will be accomplished much easier.

With that, Mr. Chairman, I would like to say that we appreciate the opportunity to appear before you and to also say that copies of our testimony will be forwarded to our legislative representative here in Washington. And I am sure as amendments come up and as you reshape this bill according to the hearings that you will appreciate a hand in getting the message through to others Members of Congress.

Thank you.

Chairman PERKINS. Let me thank you very much for your testimony. Dr. Lorente.

Did I understand you to say that you are opposed to any provision of the bill which might lead to students getting jobs where they have received any compensation?

Dr. LORENTE. No, you did not.

Chairman PERKINS. You did not mean that?

Dr. LORENTE. No, I did not, nor did I say that. We do not oppose present cooperative and distributive education programs. Indeed, they should be expanded.

However, the theory that every student can be placed in a paid employment prior to leaving school we think will never be accomplished. There are viable alternatives. Organized labor and many persons view this as a threat to job security of the present work force, and there are viable alternatives to this activity.

Chairman PERKINS. I think that there are viable alternatives too. And there is so much needed work that needs to be done. For instance, in the forests, and a huge CC program and things of that nature, conservation, where we can place these youngsters with jobs.

Your testimony has been most helpful and I am concerned that organized labor has never been recognized on the National Advisory Council. I would think that on important legislation of this type, that certainly in writing the legislation we should see if we can provide for or see that the council lays out some guidelines to take care of a situation like that so both labor and management be recognized on the councils of this advisory council.

Dr. LORENTE. Thank you.

Chairman PERKINS. Thank you.

Dr. LORENTE. We would appreciate that.

Chairman PERKINS. We thank you for your appearance here today and this concludes the hearing. We have had a good hearing and I appreciate everybody's attendance.

Thank you.

[Statement of Dr. Lorente follows:]

PREPARED STATEMENT OF DR. ALBERT LORENTE, UNITED AUTO WORKERS

In recent months career education has blossomed on the education scene. Career education is a concept and educational delivery system designed to provide a learning vehicle so *every* student involved in the public education process will acquire basic skills, prepare for social participation and change, think creatively and critically, develop a strong self-concept, and learn vocational, technical and academic skills. Preparing young people for their roles as workers in the occupational field is an important part of the career education concept. It is also the type of education which should equip all students to perform effectively and contribute constructively to society.

Career education is a response to the call for educational reform of a system which has failed to respond viably to the educational needs of today's society. The UAW, along with other labor organizations, participated in the development of this reform.

The call for educational reform is a reaction to the many problems with conventional public education which have surfaced. Factors identified with these problems include:

The low performance levels of graduating students, necessitating extensive remedial education.

Education has not been related to actual living experiences.

Public education fails some 2½ million students annually. These are identified as high school dropouts, college dropouts, and students in the general education track.

Students making the transition to a post-school environment face frustrating experiences, demonstrated by inability to relate effectively to the complexities of community and family structures.

Failure to provide quality education to minority and economically disadvantaged students.

Current public education stresses teaching rather than learning.

Disproportionate emphasis toward college preparatory curriculums when compared to the actual need for baccalaureate degrees in today's job market.

Failure of students to acquire and possess vocational, technical and academic skills.

Functional illiteracy still prevails among more than 20 million adults.

Lack of easy-access, easy-exit educational opportunities for adults and older citizens, with emphasis on life-long continuing education.

Career education, properly implemented, addresses itself to correction of these problems.

The UAW views a person's career as his or her whole lifetime, which includes the various life roles experienced by our populace. With little exception, all persons will be students, family members, and citizens, as well as workers. Career education relates to each of these life roles. Students must learn how to learn. This will provide the adaptability competencies necessitated by changing job conditions. Current statistics indicate the average person will change jobs some six times during a lifetime. New skills may be required along with refurbishing of old talents.

Substantial numbers of students in many schools are channeled into the so-called general curriculums. These curriculums are not geared to any special end result except graduation. Following graduation, these students have neither the ability to acquire entry-level jobs, nor the ability to absorb post-secondary education. Career education provides for acquisition of saleable skills by high school graduates who are not college-bound.

While part of the concept of career education provides that education should be preparation for work, the entire concept also stresses that public education must accomplish other things. Even though work is an important aspect of one's career, it does not represent the totality of lifetime. Cultural, aesthetic, and leisure-time activities must be considered. Earning a living is not the same as living a rich and rewarding life. The skills required to understand and cope with the problems of our culture and society must also be taught, as well as the skills to bring about those constructive changes a viable society constantly needs.

Development of the career education philosophy has been intensified by passage of legislation to promote it. The federal career education statute became law in August 1974. Currently, 19 states have either passed or are considering passage of career education legislation. But career education does not occur in a vacuum. Our intolerably high unemployment rate fore-shadows the doom of any career education program. It seems clear that career education can only become meaningful when there are decent jobs available for everyone seeking work. Full employment is a fundamental need, and we need the national commitment to achieve this goal.

Career education is expected to create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation. The UAW endores the career education philosophy, and is willing to work with educators and others toward its successful implementation.

[Whereupon, at 1:21 p.m., the hearing was adjourned.]

[Prepared statement of Howard E. Marshall submitted for inclusion in the record follows:]

PREPARED STATEMENT OF HOWARD E. MARSHALL, MANAGER, EMPLOYEE AND COMMUNITY RELATIONS, MCCORMICK DIVISION, MCCORMICK AND CO., INC.

Education has been and still remains one of the major elements in our society. While the process of education has changed with time, the basic goals of education remain relatively constant. These goals include proficiency in basic academic skills, preparation for productive citizenship, and preparation for engaging in one's life work.

Given the present rapidly changing conditions in our multi-ethnic society, the goal of helping young people enter and succeed in the world of work becomes more challenging and more important. It is becoming increasingly obvious that our society will need to rely more and more on its human resources; yet,simultaneously, the people who make up these resources will need to achieve, to produce, and to acquire self-esteem. The concept of career education recognizes the need for education to prepare individuals for a life's career; it reaffirms the importance of productivity, the contributions of creative citizens in a society; and it emphasizes the needs of individuals to achieve worth and dignity through their own work and efforts.

Career education has received increased attention recently, and it is being given priority status in educational programs at the national, state, and local levels. It is receiving widespread support from parents, from educators and students, and from the total community because it strengthens the existing curriculum by making it real and because it provides students with skills, knowledge, and attitudes directly related to their future career success.

Even though career education has been defined in many ways, and has been implemented in all kinds of settings through the use of a multitude of strategies, certain common characteristics or elements have emerged:

Since career education is designed to reach elementary and middle school pupils who heretofore have not been eligible for major participation in vocational programs, the need for resources from the community will be greater than ever. If elementary youngsters, for example, are to develop an awareness of several broad career areas, they must have the opportunity to learn about those areas in a number of ways. They should be able to see people at work in a variety of settings in their own community, to listen to guest speakers in the classroom, to see and hear audiovisual presentations, and to read attractive and reliable information about work and careers.

Middle and junior high school students will need access to similar resources, but for those students there must be greater emphasis on activities of an exploratory nature, activities that will enable them to identify and develop areas of interest and aptitude and to learn and practice decision-making skills.

Cooperative education, work-study, and similar programs involving work experience outside the school have been an important aspect of vocational education for years. The value of these programs is evident in the number of educators and students who are calling for increased work-experience options for all students at the high school level.

Among the many programs made possible by the cooperation of community organizations and agencies is the McCormick Plan in Baltimore, Maryland. The plan was developed by the Community Involvement Committee of McCormick & Company, Inc., and the staff of the General Henry Lee Junior High School which was located in the inner-harbor section of Baltimore and housed in one of the oldest school buildings in the city.

Initially, the purpose of this effort was to "actively contribute to the education of young people in regards to the world of work and to help them develop the work skills and job attitudes that will give them a place in society". During the 1969–70 school year, these objectives were achieved by utilizing company personnel, materials, and services for educational purposes, providing limited direct financial assistance for unmet educational needs of students, and organizing visits to the McCormick Division plant including related recreational and cultural experiences for students.

At the conclusion of the 1969–70 school year, an intensive evaluation of this Plan resulted in major modifications in the program along with a list of expected student achievements. For example, students participating in the future would be expected to: (1) Be able to recognize and demonstrate good job attitudes, (2) be able to demonstrate desirable procedures for job interviews, (3) develop a more positive self-image, (4) on the basis of acquired knowledge of career clusters, select one job for more intensive study and exploration, and (5) improve oral and written communication skills. The program modifications were designed to bring about these results.

The first modification involved a series of meetings and exchange visits between company and school personnel which increased the school's understanding of the nature and objectives of McCormick—and vice versa. The second modification called for the development of a series of learning packages for individ-

nalized instructions, prepared by teachers in consultation with McCormick personnel during the summer of 1970. The third modification resulted in more meaningful in-plant learning experiences for students, as well as for many of their parents and members of the school staff.

The learning packages, which were developed, can be used by teachers in a regular teaching situation or by students on a self-pacing basis. The more than 40 units produced deal with such topics as the importance of human relations on the various aspects of seeking, applying for, and obtaining a job; the characteristics and requirements of different jobs; and the various benefits derived from one's job.

During the past school year, these units were demonstrated and field tested in conjunction with the Maryland Career Development Project (at Rock Glen Junior High School in Baltimore City). The response of teachers, students, and observers was positive.

The in-plant portion of the McCormick Plan, carefully planned by school and company personnel and parents and students, is especially meaningful. Students spend an entire day at the plant. They visit and observe several departments such as the Spice Mills, Computer Operations, Printing, Maintenance, and Quality Control. They have an opportunity to study personnel activities and to choose one job area in which to perform as many tasks as they safely and adequately can. Discussions, individual and group counseling sessions, and reports related to the in-plant activities become an important part of the student's school work.

Several benefits of this program have become obvious. As a result of their participation, students see the specific relationship between their present school work and the possible options open to them after they leave school.

Company employees, as they describe their work to students and teachers, often develop a sense of accomplishment not only as workers who can demonstrate exacting job skills but as contributing teachers in the vocational preparation of others.

Finally, teachers and counselors develop greater understanding of the various factors which lead to job satisfaction and success, along with ideas on how they can enhance those factors in the classroom.

The activities described in this project represent only a sample of the total involvement of community resources possible in career education. In view of the prediction that even more resources are likely to be needed in the future, the identification and proper utilization of resources will become increasingly important. In light of this, the following suggestions are offered. before going to the community with requests, educators should have the objectives that the requested resources will help to achieve clearly in mind. If they are similar to those of the organization being approached, the chances for cooperation are much better.

Schools should have a planned, coordinated process for identifying community resources. While a maximum number of businesses and community organizations should be contacted only one representative from the school should make those contacts. Business and industry personnel often cite the confusion and other disadvantages of being contacted by more than one person in a school. Contacts should be significant; the school representative should have several things to talk about, such as job openings, descriptive printed or audiovisual materials, or the possibility of sending speakers to the school.

Generally, resources near the school should be utilized first. Because of the transportation costs and other problems, elementary schools may need to rely on resources in the immediate community, for example, on walking tours rather than on bus trips.

Major involveemnt of both school and community must precede any widespread sharing of resources. School personnel must not plan a major program based on community resources without involving the community in the developmental stage.

Alternate strategies for achieving an objective should be considered. If it is not possible for 300 students to visit a given construction site, for example, it may possible for a team of four to record activities at the site for classroom use.

Communication, discussion, and dialog are important in any scheme involving school-community cooperation. Industry-education councils, business-labor-education seminars, and education committees of chambers of commerce, labor unions, service clubs, and community organizations are useful forums for this purpose.

Sharing and cooperative use of resources should be mutually beneficial. While most of the emphasis here has been on the school as recipient, many schools share their resources with business and community organizations. Pupil services personnel offer human relations training for industry foremen in some instances; guidance personnel frequently work with community organizations in developing local occupational information; and there are many other examples.

The public has been consistent in its support of career education since the concept gained currency several years ago. To integrate this concept into ongoing programs of instruction and pupil services will continue to present an interesting challenge to education and the community. By continuing to work together in the sharing of resources, there is a strong probability that they will meet this challenge.

At a time when unemployment runs high and when jobs go unfilled for lack of skilled workers, career education looms on the horizons as a very practical solution to aid in resolving this dilemma. Recognition of this by our government through enactment of HR 11023 will provide the emphasis needed to make Career Education an instrument of relief instead of a pleasant philosophic topic for discussion.

Mr. Chairman: I appreciate this opportunity to present to your Committee my thoughts on this very important matter.

This represents the initial stage of a process on which rests, to a significant degree, our ability to move Career Education into its rightful place. A positive recommendation on the part of this Committe is definitely a step in the right direction.

CHAMBER OF COMMERCE OF THE UNITED STATES,
Washington, D.C., April 2, 1976.

Hon. CARL D. PERKINS,
Chairman, Education and Labor Committee,
House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: The National Chamber supports your bill, H.R. 11023, the "Elementary and Secondary Career Education Act of 1976." But, as amendments are considered in the mark-up process, we urge that certain provisions remain intact and that certain other provisions be incorporated in the reported bill.

Among the provisions with greatest merit are those that (a) limit the total funding authorization to $255 million, (b) specify that funding be allocated at a declining rate, from $100 million in 1978 to $25 million in 1981, (c) ensure 1-year advance funding, (d) include a "self-destruct" feature that terminates the authorization after 5 years, and (e) emphasize career education implementation, following one year of planning.

These provisions would make available sufficient funds to stimulate implementation at the state and local levels while avoiding the danger of career education becoming dependent on endless special categorical funding by the federal government. The latter eventuality would foster an erroneous impression that career education is an "add-on" program rather than a concept to be infused in all education. We therefore oppose the conventional funding procedure in which the amount allocated increases each year, and the authorization remains open-ended with federal financial assistance continuing indefinitely.

While we support the limited outlay of $255 million in this bill, we also believe that the funds available annually for elementary and secondary education after 1981 will be sufficient to undertake further implementation efforts. Though many will argue for increased and continuing federal assistance, it is useful to remember that elementary and secondary education expenditures for the current school year are estimated at $74 billion, up from $18 billion in 1960. This 310 percent increase in expenditures compares with a lesser rise of 82 percent in inflation and of 20 percent in student enrollment.

In 1982, at the expiration of assistance provided in this bill, total expenditures will undoubtedly exceed $100 billion—while student attendance will have declined 10 percent. If state and local education agencies devote just one percent of their funds to career education, $1 billion will be available for this purpose. The progress of career education will depend much more on the zeal and commitment of its proponents than on federal assistance. Indeed, heavy dependency on the federal government will make career education just another program that fades with the inevitable decline of federal support.

Turning now to some changes we believe would improve the bill, we recommend that:

Section 6(b) specify that every state education agency provide, to the extent feasible, for education-labor-industry collaboration in plan preparation and implementation.

Section (6)(c)(1) extend career awareness and exploration through grade 12, instead of grade 10.

Section 10(1) broaden the definition of career education beyond "job awareness" to include career awareness and development, including preparation for voluntary activities.

We particularly urge the adoption of the first recommendation to provide additional incentive for school officials to involve community groups in the education process. Since a major aim of career education is more nearly to relate the student's learning experience to the work-a-day world, and since most school personnel have spent their adult lives entirely in education, it is essential that industry, labor, and other community leaders play a part in curriculum innovation and in instruction, under the leadership of professional educators. The recommended change should help achieve this purpose.

Thank you for considering these recommendations. We will appreciate your making this letter a part of the hearings record on H.R. 11023.

Cordially,

HILTON DAVIS,
General Manager, Legislative Action.

ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

MONDAY, SEPTEMBER 13, 1976

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY,
SECONDARY AND VOCATIONAL EDUCATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The committee met, pursuant to notice, at 9:50 a.m. in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Lehman, Benitez, Mottl, and Buchanan.

Staff present: John F. Jennings, counsel; Nancy L. Kober, staff assistant; and Charles Radcliffe, minority counsel.

Chairman PERKINS. The Subcommittee on Elementary, Secondary and Vocational Education is continuing its hearings today on H.R. 11023, the Elementary and Secondary Career Education Act of 1976.

We wrote and introduced this bill last December because I believe the time is right for making career education a part of the regular education program in every school in the country. Unfortunately, we have not been able to act upon the bill this year because of our immediate concerns with getting out a vocational education bill and because of my desire not to get the two confused in the public mind.

The hearings we have conducted this year, to my way of thinking, have shown the need for this type of legislation, and I hope that the testimony we receive today and next Monday will further enable us to build a hearing record so that we can move on this bill early in the new Congress.

In addition to that purpose for the hearing, we would also like to receive testimony on several provisions of the omnibus education bill, S. 2657, which we are meeting on this week in a Senate-House conference committee.

Those provisions, sponsored by Senator Hathaway, would first authorize Federal funds to the States for planning to implement career education and second would authorize funds for career guidance and counseling.

If any of our witnesses today have views on these provisions, we would be most appreciative of hearing them, since we must decide this week on whether to accept the Senate provisions or to ask the Senate to delay them until next year.

We are delighted to welcome here this morning two distinguished gentlemen, Dr. Wilson, chairman of the Career Education Committee, National Urban Coalition; and Dr. John W. Alden, executive director, School Volunteers of America.

We will hear from Dr. Wilson first.Go right ahead, Dr. Wilson.

[The prepared statement of Reginald Wilson follows:]

PREPARED STATEMENT OF DR. REGINALD WILSON, PRESIDENT, WAYNE COUNTY COMMUNITY COLLEGE, CHAIRMAN, CAREER EDUCATION COMMITTEE, THE NATIONAL URBAN COALITION, WASHINGTON, D.C.

Mr. Chairman, thank you for this opportunity to appear before this Subcommittee of the House Committee on Education and Labor to make a statement in support of this proposed legislation (1) for the national development of Career Education. When I appeared before you last, on May 20, 1975, I was, as I am today, representing the National Urban Coalition and speaking as the Co-Chairman of its Committee on Career Education. As you know the N.V.C. is an organization, based here in the Nation's Capital, which represents and coordinates dozens of local urban coalitions established in most of America's largest cities. The mission of the National Urban Coalition is clearly expressed in its concern for "the well-being of the Nation's central city residents, particularly minorities, working class, and low income." (2) As an educator from the City of Detroit I believe I can well speak to the needs of disadvantaged peoples in large urban settings and to what degree career education might assist in relieving their plight.

When I appeared before you last, I delineated the several concerns of the Coalition about our large cities: their physical and spiritual deterioration and loss of financial base, with its disproportionate impact on poor and minority people; their high unemployment rates, especially among Black and female youth (3); and their children and youths alarming lack of basic skill attainment in the public schools. (4)

As I appear before you today I must, unfortunately, say that the problems of the cities are equally as devastating today, if not more so, than they were a year and a half ago. The largest cities are in increasing crisis and were not only the hardest hit by the recent years of recession but were the slowest to begin to recover from it. Two examples: (1) New York City, for all purposes, is in receivership to the State and is financially bankrupt. (2) Detroit—its reputation nationally has been so besmirched by the media (5) relative to its crime problems, that most Americans have forgotten its real and fundamental problems. And those real problems are the same ones they have always been: The need for jobs, the need for social services, the need for a decent and meaningful life, and the need for quality education. These needs of Detroit and other big cities are the same as the concerns addressed by career education. Thus, this proposed legislation is extremely timely and appropriate to address these needs.

Of course education alone cannot solve all of the crucial problems of the cities. That is why I said to this Committee on May 20, 1975, that "career education legislation is relatively meaningless without accompanying economic, labor and civil rights legislation." (6) Nevertheless, when one examines the dreary statistics of our urban school systems, the need for innovation and fundamental change is clear. Those statistics show: a continuation of high non-completion rates for high school students; a continuation of a majority of inner-city students completing the general curriculum, which yields no marketable job skill; and a continuation of minimal job opportunities for youth even with school completion.

IMPETUS FOR EDUCATIONAL REFORM

The perpetuation of the conditions described have accelerated the generation in this country of social forces which are insistent for change. These social forces have been aptly described by Dr. Sidney Marland, initiator of the concept of career education. Among them are:

(1) The need for schools and colleges to regain (their) historical level of public trust and respect

(2) to provide more meaningful educational offerings for all in response to their individual needs and aspirations

(3) to remove destructive effects of the isolation of academic learning from occupational development and real world experiences

(4) to search for a solution to educating our disadvantaged and illiterate citizens." (7)

This confluence of social forces has generated in every large city enormous community pressures for educational change, especially among minority and low income populations. These pressures stem from these communities recognition of the irrelevance of much of present-day education; their increasing awareness of the decline in basic skill acquisition of their children; and their overwhelming desire for quality education that will yield measurable results.

QUALITY EDUCATION: THE KEY TO REFORM

"Quality education" increasingly became the key to the demands for educational reform among inner city communities during the 1970's. Although many definitions of "quality education" (just as with career education) have been offered, a consensus definition would probably include most of the following:

(1) The attainment of the skills necessary to master the curriculum at any level desired from kindergarten to graduate school.

(2) The conveying through education of a sense of control over one's fate and a sense of positive identity.

(3) An education which incorporates and utilizes the life style and the culture of the group served.

(4) An education sufficiently individualized to respond to the different learning styles of the pupils served.

(5) An education which provides significant involvement in its governance and curriculum development of the parents of the students.

(6) An education which prepares students to make meaningful decisions about the quality of their life and work in this society.

CAREER EDUCATION AND QUALITY EDUCATION

It is readily apparent that, within the parameters of this broad definition, career education can be seen to be a natural complement to and development from the concept of quality education. Indeed, it is possible that the development of viable career education programs in the Nation's schools may serve as a catalyst to begin the construction of quality education. We may then, possibly, be about the serious and fundamental change of American education.

Nevertheless, there are many impediments to the achievement of the goal of quality education through career education. Dr. Kenneth Hoyt, Director of the Office of Career Education of the United States Office of Education, has spoken incisively to these impediments, one of which he characterizes as the "Marshmallow Principle"—that is, the tendency to "absorb" change without changing, particularly of big-city bureaucratic school systems. Innovation, he says, becomes routine unless there is a commitment on the part of educators to want change. (8)

Another impediment is the past tendency of both federal and state governments to prefer funding mainly "demonstration projects which often can become elitist enrichment experiments for 'certain' students while others, usually minority, are tracked into general and non-innovative programs."

CONCLUDING REMARKS AND RECOMMENDATIONS

The creative potential of the proposed legislation before this Committee to utilize career education to overcome the impediments to meaningful educational change in our schools is impressive. Indeed, an example of the Federal government's powers of persuasion to institute educational change at the state level was demonstrated by former Education Commissioner Marland persuading chief state school officers to institute career education models by the incentive of offering discretionary grants. (9) We are pleased, therefore, that the proposed legislation insists on requiring the "infusion of career education" throughout all of a school system's programs as a criteria for eligibility for funding. (10)

Praise also should be given for the legislation's sensitivity . . . stressing that "greater amounts must be provided local educational agencies (w. . . . children from low income families." (11) Additional praise is due for the le. . . lation providing that the Office of Career Education exercise review powers ov. . he state plans to ascertain if they are in compliance with Federal regulations. . . .)

However, the special concerns of the National Urban Coalition for large . . an educational systems requires me to respectfully offer the following recomme. . . tions for modification of the proposed legislation:

(1) While we agree that general career education grants should go to the States, we recommend that there should be special set-aside funds to make direct grants to urban areas of 500,000 population or larger. We believe this measure is necessary to protect the unique needs of the big cities. An example of our concern: the State of Michigan is moving to combine the City of Detroit Career Education Planning District with its surrounding Wayne County Career Education Planning District. We do not believe that the special problems of the City of Detroit will receive the necessary attention when it is merged with the dozens of small suburban school districts surrounding it.

(2) We recommend that the legislation should insist on local education agencies developing measurable plans for business and labor involvement in their career education programs. This insistence, we believe, will prod LEA's to have more extensive work experience based programs as part of their career development efforts. We feel the Committee should also explore work-study incentives to industry to encourage the development of work-experience liaison with the schools.

(3) We recommend that the in-service training component for counselors and teachers (13) be required to provide instruction in and information on: affirmative action, equal employment opportunity and multi-ethnic social issues. Educators who are going to be implementing career education programs should be knowledgeable about the "real" world for which they are preparing their students.

The National Urban Coalition believes that the acceptance of these recommendations will considerably enhance the effectiveness of the proposed career education legislation, particularly as it applies to the major urban centers of the Nation.

Mr. Chairman, I thank you for the opportunity to express my views on this important piece of legislation.

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STATEMENT OF DR. REGINALD WILSON, PRESIDENT, WAYNE COUNTY COMMUNITY COLLEGE AND CHAIRMAN, CAREER EDUCATION COMMITTEE, NATIONAL URBAN COALITION, WASHINGTON, D.C.

Dr. WILSON. Mr. Chairman, thank you for this opportunity to appear again before this Subcommittee of the House Committee on Education and Labor to make a statement in support of this proposed legislation for the national development of career education.

When I appeared before you last, on May 20, 1975, I was, as I am today, representing the National Urban Coalition, and speaking as the chairman of its Committee on Career Education.

As you know, the National Urban Coalition is an organization based here in the Nation's Capital which represents and coordinates dozens of local urban coalitions established in most of America's largest cities. The mission of the National Urban Coalition is clearly expressed in its concern for the well-being of the Nation's central city residents, particularly minorities, working class, and low-income, and as an educator from the city of Detroit, I think I can well speak for the needs of disadvantaged peoples in large urban settings and to what degree career education might assist in relieving their plight.

When I appeared before you last, I delineated the several concerns of the coalition about our large cities, their physical and spiritual deterioration and the loss of financial base with its disproportionate impact on the poor and minority people, their high unemployment rates, especially among black and female youth, and their children and youths' alarming lack of basic skill attainment in the public schools.

These concerns, it seems to me, that are particularly urgent for the largest cities in this country are especially addressed by some of these provisions in this legislation on career education.

Detroit, particularly, is a city whose reputation, as you know, has been nationally besmirched by the media relative to its crime problems to the point that most Americans have forgotten what its real and fundamental problems are, and those real problems are the same ones that they have always been: the need for jobs, the need for social services, the need for decent and meaningful life, and the need for quality education, and these needs for Detroit and other big cities are the same as the concerns addressed by career education.

Thus, this proposed legislation is extremely timely and appropriate to address these needs.

I think that the statistics about our urban school system show the need for innovative and fundamental change, and that need is very clear. They show a continuation of high noncompletion rates for high school students, a continuation of the majority of inner-city students completing the general curriculum, which yields no marketable skills, and a continuation of minimal job opportunities for youth, even with school completion.

The perpetuation of these conditions has accelerated the generation in this country of social forces which are insistent for change. These social forces have been described by Dr. Sidney Marland, who was the initiator of the concept of career education, and among them they

are the need for schools to gain their historic level of public trust and respect, the need to provide more meaningful educational offerings for all in response to their individual needs and aspirations, to remove destructive effects of the isolation of academic learning from occupational development and real-world experiences and, most particularly, to search for a solution to educating our disadvantaged and illiterate citizens.

This confluence of social forces has generated in every large city enormous community pressures for educational change, especially among minority and lower income populations. These pressures from these communities stem from the recognition of the irrelevance of much of present-day education, and the increasing awareness on the part of communities in their desire for basic skill acquisition for their children and the overwhelming desire for quality education that will yield measurable results.

Quality education is the key to the reform that is demanded by urban communities for inner city communities and has been on the rise since the 1970's. What quality education is required to do is to maximize the attainment of skills necessary to master the curriculum at every level desired, from kindergarten to graduate school, the need to have an education that is sufficiently responsive to the individual learning styles of all the people served, and an education which prepares students to make meaningful decisions about the quality of their life and work in this society.

I think it is apparent, within the confines of the description of what quality education is about that career education is a natural complement to, and a development of, this concept. It is possible that the development of a viable career education program in the Nation's schools may serve as a catalyst to begin the construction of quality education, and if that occurs, I think we then possibly may have a fundamental change in American education.

It seems to me the impact of this legislation on career education—I think that it may have some impact in changing the qualities in our schools that is not producing the kinds of students who can move into the labor market and take their roles in society.

I would like to conclude by speaking to the creative potential of this proposed legislation before this subcommittee which will utilize career education to overcome the impediments to meaningful educational change in our schools. Indeed, an example of the ability of the Federal Government to use its powers of persuasion to make meaningful change in education was indicated by former Education Commissioner Marland's persuading all of the chief State school officers to institute career education models by the incentive of offering discretionary grants.

As a consequence of that, 46 States and the two trust territories have instituted, at the State level, career education programs. So I am pleased that the proposed legislation which is before this committee insists on requiring the infusion of career education throughout all of a school system's program as a criteria for eligibility funding.

Praise should also be given to the legislation for its sensitivity in stressing that greater amounts must be provided for local education agencies which have large amounts of children from low income families.

Additional praise is due to the legislation's providing that the Office of Career Education exercise review powers over the State plans to ascertain if they are in compliance with Federal regulations.

However, the special concerns of the National Urban Coalition for large urban educational systems requires me to respectfully offer the following recommendations for modification of the proposed legislation.

One, while we agree that general career education grants should go to the State, we recommend that there should be special set-aside funds to make direct grants to urban areas of 500,000 population or larger. We believe that this measure is necessary to protect the unique needs of the big cities.

An example of our concern, the State of Michigan is moving to combine the city of Detroit's career education planning district with its surrounding Wayne County career education planning district. We do not believe that the special problems of the city of Detroit will receive the necessary attention when it is merged with the dozen small suburban school districts surrounding it. That is one example of the needs of large cities not being addressed by the State.

Our concern is that if money is given directly to the State for career education grants, its distribution will not reflect the unique needs of the big cities in those States.

We recommend that the legislation should insist on local education agencies developing measurable plans for business and labor involvement in their career education programs.

This insistence, we believe, will prod LEA's to have more extensive work-experience based programs as part of their career development efforts. We feel the committee should also explore work-study incentives to industry to encourage the development of work experience liaison with the schools.

We recommend, three, that the inservice training component for counsellors and teachers be required to provide instruction in, and information on, affirmative action, equal employment opportunity, and multi-ethnic social issues. Educators who are going to be implementing career education programs should be knowledgeable about the real world for which they are preparing their students.

The National Urban Coalition believes that the acceptance of these recommendations will considerably enhance the effectiveness of the proposed career education legislation, particularly as it applies to the major urban centers of the nation.

Mr. Chairman, I thank you for this opportunity to express my views.

Chairman PERKINS. You made a very good statement.

We will next hear from the other witness, so you proceed, Dr. Alden.

[The prepared statement of Dr. John W. Alden follows:]

PREPARED STATEMENT OF DR. JOHN W. ALDEN, EXECUTIVE DIRECTOR, THE NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.

We are happy to have the privilege of appearing before this distinguished Subcommittee. It is the first opportunity for this kind of exposure since the establishment of the new national office of the National School Volunteer Program. We are equally pleased that the subject of these hearings is Career Education in Elementary and Secondary Schools. We did not, however, have sufficient notice to allow for preparation of a full-analytical report; therefore, these comments will be fairly brief.

The history and current programs of the National School Volunteer Program are probably not familiar to anyone present. I will try briefly to give you some background information. In 1956, the Public Education Association pioneered a school volunteer program in the New York City schools. The movement gained momentum in the 60's with more court orders for desegregation and a new concern for disadvantaged children. In 1964, the Ford Foundation gave $353,000 to establish a National School Volunteer Program in the nation's twenty largest cities. Those programs continue to flourish today. Smaller cities soon wanted to become involved and were also given limited services, such as consultation, materials, and conferences. For a time, there were two groups attempting to organize a national effort and in 1970 they were merged as the National School Volunteer Program, Inc. The first annual conference was held in Boston in March 1972 at which point four regional chairpersons were appointed. In 1973, the committee structure was strengthened and the regional network was expanded. We have now named persons in every state as NSVP state coordinators whose function is to represent and promote the goals of NSVP.

In 1976, the Edna McConnell Clark Foundation awarded NSVP a grant to carry out plans for a strong national program and professional staff. Other funding has also come from the Hearst and Lilly Endowments and the U.S. Office of Education.

We are vitally concerned with the tremendous need to assist our nation's children and youth in the ever more difficult process of deciding upon life options and careers. The complexity of the labor market, the myriad requirements for jobs, the constant need for training and skill upgrading, the projected limited demand for the college-educated, and the continued problems of discrimination on the basis of race, sex and age all suggest that every citizen will experience problems with the world of work. There is so much that young people need to know and there is general agreement that the present systems are not enough.

One example of a career education program presently operated by the members of NSVP is the Community Resource/Career Education Program conducted by the Boston School Volunteer Program. Starting in the sixth grade, students go out to work-places on internships for actual work experience, and employees from various businesses and government agencies come in to interact with students. These people are volunteers, given released time by their employers. The careers to be explored are clustered in three broad areas and students may gain experience in more than one.

At the elementary level, school volunteers have been running a Career Education Self-Awareness program. This does not concentrate on any specific career options but rather attempts to develop interpersonal skills and self-knowledge about one's relationships with others. In addition, the children are asked to talk with their parents about their own careers, and parents are asked to come in to talk to classes about what they do.

The Miami School Volunteer Program operates a project called "Step Into Business" which again provides students with an opportunity to experience real work options. But these are just two examples that were rather hastily gleaned from our files. Many other school systems have similar programs, whether run by school volunteers or not, they all involve citizen participation on a voluntary basis. Some involve field trips, some real "hands-on" work experience in the office or industrial setting. There are also mini-course and special presentations in the schools conducted by business people, performing artists and local government workers.

The goals of NSVP are to promote the use of school volunteers to supplement and support activities which benefit students, to increase the number and upgrade the quality of existing volunteer programs in schools, to create a partnership between educators and citizens through school volunteer programs and to recognize the services and benefits provided by school volunteers. Attachment A is the official mission statement of NSVP. NSVP is governed by a Board of Directors and elected officers and distinguished leaders in education, industry and government provide support and visibility through a National Advisory Council.

NSVP communicates through its newsletter and other publications information about training, research and other vital information which is of interest to the school volunteer community. It holds a national conference, runs a clearinghouse service and plans special activities to promote greater voluntary participation of citizens and to improve the quality of school volunteer programs.

The value attached by many to citizen participation and service in education

is increasing. A recent resolution (attachment B) passed in the House of Representatives concerning volunteers is perhaps a familiar example. Volunteerism in education is a large and growing enterprise. In May 1974, the Census Bureau estimates that five and one-half million persons volunteered in education. There are 19,000 school volunteers in the Los Angeles public schools, 10,000 in the Dade County schools and similar numbers in other large cities. Equally important is a similar kind of participation in many small communities across the nation.

Yet there is much to be done. There are approximately 45 million students in American schools. NSVP would like to see the number of volunteers begin to approach a one to one ratio with students. We should state here before turning to the legislation that volunteers are not suggested as an alternative to an increased federal support role which NSVP favors. Volunteers provide the enrichment and supplements to the regular school program not a method to reduce the financial obligations of funding authorities.

With these general comments as background, we have some specific observations about the proposed legislation. There is much about this bill which is laudable, particularly the set advance funded authorizations and the limited federal involvement. However, when your committee begins final drafting, we would encourage consideration of the following ideas.

1. NSVP supports continued national leadership for career education by the Congress and the Executive branch. We are concerned that the legislation does not clearly articulate national goals for career education. We do not wish to see the language of the bill more directive, indeed we would hope that it could be simplified somewhat. Perhaps a preamble could be added to the legislation which would give direction regarding national priorities. The comments which follow we believe could be useful in drafting such a preamble.

2. We believe that the provisions of this legislation will provide opportunities for learning about careers and life options. We wonder if the legislation could not point out that one of the most effective methods for this is substantially increased citizen participation at all levels in education. The mixing of adults and youth in organized, on-going programs has demonstrable positive results.

Given our current rate of divorce and the high proportion of single-parent families, young people have a great need for adult role models. All of our children are too isolated from real-life work situations to form an accurate picture even of their own parents job situations. Greater understanding of the adult role in work and community activities is one definite result of the kind of citizen involvement which we support. Improvement of academic skills, due to individual attention is another. A diminution of disruptive activities and vandalism in schools is widely noted when there are substantial numbers of adults present in the schools in addition to the paid staff.

In that connection, NIE's Experience Based Career Education represents a successful attempt to demonstrate the benefits of involving youth with adults in real-life work situations.

3. We are delighted that the National Institute of Education is written in so that the maximum use can be made of the knowledge and products which are developed there. We do not believe that enough research and development has taken place, however, and we encourage this committee to find ways to focus research efforts on critical problems.

4. The strongest influences on the choices youth make about career life options are their parents and their peers. The bill should point up the need for the involvement of the family and parents in this critical process of aiding children and youth in sorting out their futures.

5. NSVP members work daily with local community members. We are concerned that the requirement to have a "career education coordinator" will lead to a scattering of efforts on the part of schools as they attempt to develop vital relationships with their communities.

I would suspect that at least some state departments of education will be displeased with a federally required reporting relationship for career education coordinators. NSVP supports the concept of inservice training for present school staff and we assume that volunteer program coordinators will be covered by the ensuing programs in all of the states.

6. NSVP believes that the legislation should reinforce what is well-known at the local level, that business, industry and unions must collaborate with education in this effort to improve career education; thus, the Departments of Commerce and Labor at a minimum should be given a role in this program even

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though the administration of the program remains with the Office of Education.

7. As suggestive of the kind of goal this legislation might seek to express, we offer one for your consideration: that each year over the life of this legislation, each state and local education agency double the participation of citizens in career education and other programs.

8. Finally, NSVP believes that one of the travesties of our time is the lack of opportunity for significant contributions on the part of our older citizens. We would urge the committee to add a role for this "boundless resource" in career education.

We hope these ideas will be of benefit to the committee in the redrafting of this bill and I appreciate the opportunity to comment.

ATTACHMENT A

1. MISSION STATEMENT: 1976 NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.

The rapid evolution of organized volunteer services to American education is a recent phenomenon in our national life. Less than twenty years ago, a handful of schools experimented with the use of volunteers to assist classroom teachers. Today, several thousand organized programs provide wide ranging opportunities for over five million volunteers or supplement and support educational activities in the classroom, school and school system.

For more than a decade, the National School Volunteer Program has actively and directly initiated, developed and supported school volunteer programs in the United States.

Founded by leaders active in local school volunteer programs and chartered as a national membership organization, NSVP is an enabling organization. Through its members, NSVP has linked local programs with one another, has acquired and transmitted information, ideas and resources to be used by newly developed volunteer programs, and has facilitated the examination and subsequent adaptation of model programs to new environments through publications, workshops, regional meetings, national conferences and person-to-person contacts.

NSVP is an integral part of the growth of volunteer services to education. This heritage of achievement by its members in developing local school volunteer programs and in extending the meaning and role of volunteers in schools now forms the base and threshold for a broader and deeper mission for NSVP.

NSVP now has the objective of increasing the number of school volunteers many fold so that added millions of learners may benefit. It has the task of establishing itself more consciously and firmly in the awareness of the public and its ability to serve effectively. It has the task of equalizing and expanding the possibilities for all citizens, young, mature or elderly and minority to participate as volunteers. It has the task of finding additional ways to use citizen involvement as the basis for a dynamic partnership linking the school, home and community.

This mission is a rare and exciting opportunity since it incorporates and enhances the skills, experiences and values derived from the previous efforts of NSVP members. The mission serves as the fundamental basis for the development of NSVP goals which are to—

Promote the creative involvement of school volunteers to supplement, support and enrich learning activities in the classroom, school and school system for the benefit of all students throughout the nation;

Improve the knowledge, skills and competencies of school volunteers so that school personnel and students receive greater benefit from volunteer services;

Increase the number and quality of organized school volunteer programs to benefit more students, schools, volunteers and communities;

Create a partnership between educators and citizens through organized school volunteer service programs;

Expand the opportunities for all citizens to participate as volunteers in education; and

Recognize and represent to others the benefits and services provided by school volunteers.

The National School Volunteer Program mission and goals make clear that the value attached by many to citizen participation and service in education by volunteers has not diminished but is increasing. Volunteers in education have become a boundless human resource which can and should be used for the betterment of schools, students and learning.

ATTACHMENT B

RECOGNITION FOR SCHOOL VOLUNTEERS, BY HON. WILLIAM LEHMAN OF FLORIDA, IN THE HOUSE OF REPRESENTATIVES, WEDNESDAY, JULY 28, 1976

Mr. LEHMAN. Mr. Speaker, I am today introducing a joint resolution to recognize the contributions of school volunteers to our school and our society. My distinguished Florida colleagues, Senators Lawton Chiles and Richard (Dick) Stone, are introducing the joint resolution in the other body.

School volunteer programs involve people from all facets of life, including parents, older students, senior citizens, businesses, and various civic, cultural, and other organizations. These programs often provide rich rewards for the volunteers, but it is clearly the students who benefit most.

Miami has an active and vital program, and results of studies and evaluations there demonstrate the usefulness of volunteer participation in the schools. Students working with volunteer tutors have achieved higher math and reading scores for themselves, and have actually improved faster than their untutored classmates. Individual counseling by volunteers has assisted many students in working out personal problems which have limited their potential. Community resource speakers, dealing with subjects which correspond to the regular curriculum, add a depth to the classroom experience which would be unattainable without them. And many more volunteers help in many other areas.

Millions of Americans nationwide give generously of their time and energy toward improving our school systems. This joint resolution would recognize their worth, encouraging broader citizens support and participation, and request the President to issue a proclamation recognizing their efforts and their contributions.

Mr. Speaker, the text of the joint resolution follows:

JOINT RESOLUTION

Recognizing the contributions of school volunteers.

Whereas school volunteers contribute significantly to the extension and enrichment of the education of American youth and both utilize and serve a broad spectrum of Americans of all ages, interests, and political persuasions;

Whereas there is a need and a desire for continued expansion of the school volunteer movement, for continuing nationwide review, and assessment of the impact of school volunteer programs, and for further study and analysis of future directions for such programs;

Whereas the recognition of the school volunteer movement would focus attention on the efforts and contributions of school volunteers for millions of Americans of all ages; and

Whereas the recognition of school volunteers would provide a basis for a continuing commitment by all interests in education to increase and protect the utilization of school volunteers in the classrooms of America; Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress—

(1) recognizes the worth and contributions of school volunteers;

(2) encourages all Americans to continue and support the nationwide effort toward utilization of school volunteers, to review and assess the impact of school volunteer programs on the quality of education, and to determine further steps required to renew the commitment and dedication of each American to increasing the participation of volunteers in the educational process; and

(3) authorizes and requests the President to issue a proclamation recognizing the contributions made by the millions of Americans who are voluntarily working to improve the quality of education in the United States of America.

STATEMENT OF DR. JOHN W. ALDEN, EXECUTIVE DIRECTOR, THE NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.

Dr. ALDEN. We are happy to have this privilege of appearing before this distinguished subcommittee. It is the first opportunity for this kind of exposure since the establishment of the new national office of the National School Volunteer Program.

We are equally pleased that the subject is career education for elementary and secondary schools.

The history of the current programs of the National School Volunteer Program are probably not familiar to anyone present, so I am going to digress just a moment from the prepared history and tell you that we are a membership organization of about 600 people at the school district level representing parents, students, senior citizens, businessmen, industry and so on, who work in the schools at a wide variety of tasks, tutoring, counseling, listening, assistance of a variety of kinds.

There is other information available in the prepared remarks and I will not read that, to give you the benefit of time for questioning.

We are vitally concerned with the tremendous need to assist the Nation's children and youth in the ever more difficult process of deciding among life options and careers. We are particularly anxious to speak in favor of your interest and support of the concepts in the proposed legislation.

I have mentioned in my prepared text that there are a number of ways in which the members of the school volunteer world are involved in career education, one which could go on endlessly, as I am sure you are well aware.

The value attached by many to citizen participation and service and education is increasing. The recent resolution attached to my statement passed by the House of Representative concerning volunteers is perhaps a familiar example.

Volunteerism in education is a large and growing enterprise. In 1974, the Census Bureau estimated that 5.5 million persons volunteered in education. There are 19,000 school volunteers in the Los Angeles public schools, 10,000 in the Dade County schools, and similar numbers in other large cities, including the city of my distinguished colleague at the table.

Equally important, there are similar kinds of activities in many of the small schools and communities across the Nation, yet there is much to be done. There are 45 million children in America's schools, and SVP would very much like to see the ratio between students and citizens approach a 1-to-1 ratio.

We should state before turning to comments on the legislation that volunteers are not suggested as an alternative to an increased Federal support role which we favor. Volunteers provide enrichment and supplement to the regular school program, not as a method to reduce the financial obligations of funding authorities. It is our desire that every child should have some individual attention.

With these comments as general background, we have some specific observations. There is much which is laudable about the bill, particularly the set advanced funding authorizations and the limited Federal involvement.

However, we would encourage your consideration of some ideas which I make to you now.

One, NSVP supports continued national leadership for career education by the Congress and the executive branch. We are concerned that the legislation does not clearly articulate national goals for career education. We do not wish to see the language of the bill more direc-

tive, indeed perhaps simplified somewhat. Perhaps a preamble could be added to the legislation which could give direction regarding national priorities.

The comments which follow we believe could be useful in drafting such a preamble.

Two, we believe that the provisions of this legislation will provide opportunities for learning about careers and life options. We wonder if the legislation could not point out that one of the most effective methods for this is substantial increase of citizen participation at all levels in education. The mixing of adults and youth in organized, ongoing programs has demonstrable, positive results. Given our current rate of divorce and the high proportion of single parent families, young people have a great need for adult role models.

All children are too isolated from real work situations to perform an accurate picture of even their own parents' job situation. Greater understanding of the adult role in work and community activities is one definite kind of citizen participation, which we support.

The improvement of academic skills certainly is another, and the diminution of disruptive activities is another demonstrable achievement.

In that connection, NIE's experience-based career education represents a successful attempt to demonstrate the benefits of involving youth with adults in real life work situations.

Three, we are delighted that NIE is written in so that maximum use can be made of the knowledge and products that are deveioped there. We do not believe enough R. & D. has taken place, however, and we would encourage this committee to find ways to focus the research on critical problems.

Four, the strongest influence on choices youth make about career and life options are their parents' and their peers'. The bill should point to the need for the involvement of the family and the parents in the critical process of aiding children and youth in sorting out their futures.

Five, NSVP works daily with local community members. We are concerned that a requirement to have a career education coordinator would lead to a scattering of efforts on the part of the schools as they attempt to develop vital relationships for their communities.

I would suggest that at least some of the State departments of education will be displeased with the Federal required reporting relationship for these career education coordinators. NSVP supports the concept of inservice training for present school staff, and we would assume that volunteer program coordinators would be covered by the ensuing programs that develop in all the States.

Six, NSVP believes that the legislation should reinforce what is well known at the local level, that business, industry, and unions must collaborate on education if this effort to improve career education is to be meaningful.

Thus, the Departments of Commerce and Labor, at a minimum, should be given a role in this program, even though the administration of the program remains with the Office of Education.

As suggested of the kind of goals the legislation might seek to express, we offer one for your consideration, that each year over the life

of this legislation, each State and local education agency develop double the participation of citizens in career education and other education programs.

Finally, NSVP believes that one of the travesties of our time is the lack of opportunity for significant contributions on the part of our older citizens.

We urge this committee to add a role for this boundless resources in career education, and I want to note that I have propagandized you somewhat by leaving a booklet which I believe will point out the essence of what we are describing here.

We hope that these ideas will be of some benefit to the committee when it redrafts this bill, and we appreciate the opportunity to comment.

Thank you.

Chairman PERKINS. Thank you very much.

Let me ask you, Dr. Wilson, first, you very eloquently described the problems facing the large cities and their schools. What do you believe could be some of the effects of this bill, H.R. 11023 on those problems? What good could we accomplish with this bill, career education?

Dr. WILSON. We have already seen the impact of career education on the schools in Detroit. One of the pilot programs in career education, which started in 1966 in the Detroit schools, called the developmental career guidance program now has, in one-third of the schools, elementary school counselors whose primary responsibility is the development of career information and career awareness programs. That already has had an impact.

Also, we are pleased to have found out last week that Detroit was awarded the largest grant by the Office of Education to develop a demonstration program for the utilization of career education in large, K–12 urban settings.

We think that urban school systems, particularly as they become more inhabited by low income and disadvantaged people who are displaced from rural areas and are coming into our big cities require even more information awareness and preparation for the world of work.

In that regard, I think that career education has specific kinds of benefits that can be brought to large cities that are not necessarily true of suburban and rural school systems where a good deal of career information and career education centers already exist.

Chairman PERKINS. So you feel that this bill would be of tremendous assistance to the large cities and their schools——

Dr. WILSON. Yes, sir.

Chairman PERKINS. And to the rural areas, likewise.

Dr. WILSON. Yes; and I guess the point that I am stressing is that knowing the history of our cities during the past generation, with the mechanization of agriculture in rural areas, many disadvantaged and working-class people are coming into the big cities, so that the populations in the big cities are increasingly being increased by Chicanos, blacks, poor working-class whites, and this sort of thing. It is even more critical, in the large cities, to have career information and work preparation settings for these large disadvantaged populations.

That is why I think career education has a special role to play in the large cities.

Chairman PERKINS. Now, Dr. Alden, you suggested that we redraft

this bill to set goals to be accomplished by the States. Could you give us some suggestions for these goals?

Dr. ALDEN. The kind of general goals that I think might be appropriate in national legislation would be references to the kind of aspiration that we all have for career education. As has already been pointed out by Dr. Wilson, it is having an impact in large, urban areas. It is presumably giving young people an opportunity to find out something about the work force before they are committed to it.

I think that one of the key elements for this is the ability of young people to have some broader familiarity with the work setting, the work place, work, and the life options before they actually make the crucial choice of either choosing a curriculum to major in in secondary or postsecondary education or by leaving those systems and ending up in the work place.

Now, other goals that I think might be appropriate for this so-called preamble that I suggested would be the clear suggestion that our older citizens have a role in this important endeavor. I think also, families and parents, their role should be acknowledged, and I think we should reinforce continuously, if we can, the essential aspect of parent and citizen involvement in the schools.

So my general expressions of this kind, without being overly prescriptive, I would hope that when the regulation drafters in the Office of Education begin to formulate the actual working program, they would look very seriously at the master plans and State level and local level plans to include these kind of ripple goals within their own plans.

Chairman PERKINS. Would either one of you distinguished gentlemen care to comment on the provisions that are in the Senate bill?

Dr. WILSON. Yes, sir. We just perused it this morning, so we have not been able to look at it in depth, but I think a quick review of that bill indicates to me that it is not as comprehensive as 11023. So in that regard, I prefer——

Chairman PERKINS. Just a little effort to get inside the door, in other words, more or less.

Dr. WILSON. Yes; it is. It is more of an initial effort, but I think one of its negative provisions, however, is the reverse funding, as I call it. It starts out with small amounts and increases as it goes up. I think 11023, on the other hand, starts out with large amounts, which encourages States to develop comprehensive career education programs and then gradually phases the money out, requiring the local education agencies to assume more responsibility for those programs when started.

That, I think, is a basic advantage of H.R. 11023 over the Senate version.

Dr. ALDEN. I recently looked at it, and my comment would be that the bill that we are now testifying on has more logic and order to it, and certainly more structure. I think there is, however, some language of this Senate version which I would urge you to consider.

On page 342, there is a reference that assurances that the States will foster cooperative arrangements—I believe that that kind of language is appropriate and is consistent with my recommendation that there be a written-in relationship with the Departments of Labor and Commerce in your, or whatever, version is finally developed.

I also would worry about the Senate version, that the career information section of this strikes me as a duplication in part of the functions that have been ongoing for some time in the Department of Labor. I do not necessarily think that educators are all that adept at the technicalities of labor economics, although I would suggest that some encouragement to educators to understand what and how the market works would be quite appropriate.

So there is a thread of logic, if you will, in that section on career information, but I would be very concerned that it would be a duplication, or at least a watering down of the efforts already underway, which might be taken care of if you were to consider my suggestion of some mechanism between Labor, Commerce and HEW and OE to work through the implementation of your bill.

Chairman PERKINS. Thank you very much.

Mr. Lehman?

Mr. LEHMAN. I have no questions.

Chairman PERKINS. Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

I would like to join in thanking you gentlemen for your very helpful testimony and commend you both for your leadership in the organizations which you represent.

It would appear to me that if we are to solve the problem of unemployment and achieve the goal of full employment that somehow we have to find the key to better preparing people, not only doing a better job of teaching basic skills, but in the area of career education, and tying education a little more tightly to career opportunities.

Would you say that that is probably a prerequisite of the achievement of full employment and licking the problem of unemployment in this country?

Dr. WILSON. Yes, sir. I agree.

I mentioned in my prepared testimony that one of the recommendations that I suggest in this legislation is requiring local education agencies to develop measurable involvements with business and industry so that there is considerable pressure on them to develop these ties, so that in addition to the career preparation that would be going on in the schools, there would be linkages to real jobs in the world after that preparation has ensued.

I agree with your comments.

Dr. ALDEN. I would just comment that I think the suggestion of Dr. Wilson to have some kind of measurable goals is an appropriate suggestion. I would—I do not believe personally, however, that educational policy will solve the unemployment problem. I think the best that we can do is help young people to develop the coping skills and the background and sufficient information to compete in a situation presently before us where full employment does not now exist.

Mr. BUCHANAN. Well, I do not think that education alone will solve the unemployment problem, but it would appear to me that doing a better job in education to prepare people for the employment opportunities that are available is a sine qua non of full employment.

It is a condition without which we are not apt to be able to achieve full employment, is what I was suggesting. Certainly that is not the only cure for unemployment. There are other things that have to take place.

I thank you gentlemen for your testimony.

Mr. Chairman, I do not believe I have any questions.

I do have one comment. Your pattern of the reverse order of funding might be a good pattern for the Government to get into. I am intrigued by that, and I am pleased to hear that the witnesses would support that concept. It seems that normally we do it the other way around, as they have done it in the Senate bill.

Dr. WILSON. I appreciate your support of that concept. I think 11023 is more progressive in that regard.

With larger startup funds, local education agencies are encouraged to develop more comprehensive programs. Then they take over more responsibility.

When you have smaller startup funds, the likelihood is that the programs will be more modest and have limited impact on kids in our schools.

Chairman PERKINS. Thank you, Mr. Buchanan.

Mr. Benitez?

Mr. BENITEZ. I have no questions.

Chairman PERKINS. Let me thank you distinguished gentlemen. This is a subject matter of tremendous interest, and it is my hope, as I stated in the opening statement, that as we look farther into the future, we will be able to enact some legislation in this area that will be of tremendous benefit.

We were somewhat reluctant this year to mix it up with the regular vocational bill. The career education concept is so comprehensive, you know, and we appreciate your cooperation and always will appreciate it.

Keep up with us. We will do the best we can to write a good bill in the future.

Dr. WILSON. Thank you, Mr. Chairman.

Dr. ALDEN. Thank you, Mr. Chairman.

Chairman PERKINS. Thank you very much. You have been most helpful.

We will recess now until next Monday.

[Whereupon, at 10:20 a.m. the subcommittee recessed to reconvene Monday, September 20, 1976.]

[Material submitted for inclusion in the record follows:]

POLICY STUDIES IN EDUCATION,
New York, N.Y., September 28, 1976.

Hon. CARL D. PERKINS,
Rayburn Office Building, Washington, D.C.

DEAR CONGRESSMAN PERKINS: In your letter of September 7, 1976 to me, you asked if it would be possible for me to submit written testimony for inclusion in the hearing record on career education. My staff and I are pleased to submit the enclosed testimony for inclusion in the hearing record on career education. As you will see, it presents evidence to support the career education efforts being carried out across the country, based on evaluations our organization, Policy Studies in Education, has carried out recently. For each evaluation, we have highlighted the major findings and have tried to point out the implications of such findings for widescale use.

I hope this material is useful to you and others concerned about the future and value of career education. If I can be of any further assistance to you, please contact me at your convenience.

Sincerely yours,

CAROL B. ASLANIAN,
Assistant Director for Career Education.

POLICY STUDIES IN EDUCATION

TESTIMONY PERTAINING TO H.R. 11023, THE ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

Prepared with the assistance of Regina H. Paul and Lynne Macaulay

Policy Studies in Education (a department of the Educational Research Council of America, a not-for-profit non-stock corporation) has been involved in the evaluation of career education for the past five to six years. In 1975–76, we were the third-party evaluators of 11 of the approximately 80 projects funded by the Office of Career Education of the United States Office of Education. In a number of the projects where we measured student learning we were able to find significant differences in the cognitive and affective career education learning of program and non-program students. Below are summaries of data analyses which give important testimony on behalf of the career education effort.

Maple Heights (Ohio) equity career education project

The two major objectives for the Maple Heights Equity Career Education Project for the 1975–76 school year were:

(1) Learners in grades K–10 will acquire an increased knowledge of the motivation for, orientation to, and exploration of a variety of careers so that they may make informed and purposeful decisions; and

(2) Learners, particularly female youth, will learn about equity and the fact that existing sex bias and sex stereotyping limit career choices and career goals and will thereby be challenged to consider alternative role and career models.

Four 50-item cognitive-affective (attitudinal) tests were designed to measure the following kinds of equity career education/career education concepts at four grade levels:

Non-traditional roles and stereotyped roles for women and men; job discrimination; stereotyped personal characteristics for women and men; attitudes and facts about working wives and mothers; racial and age discrimination; biases about education for boy and girls; legislation and legalities; women in supervisory roles; self; economics; world of work; decision making; individual and environment; education and training; employability and work adjustment.

The Project planned to accomplish these kinds of student learning through inservice teacher training and the development of equity career education/career education lessons.

Based on statistical analyses, this Project does seem to have produced significant positive gains in cognitive student learning in all four grade levels tested (3, 6, 8, and 10). In each case the gains in cognitive learning were highly significant (.001 level).

Gains in affective learning (improved attitudes) were not found so frequently. While highly significant positive differences were found for the third and sixth graders (at the .001 level), no treatment effect was evidenced for the eighth and tenth graders. As is generally known, it is much harder to change attitudes than it is to increase factual knowledge of student populations. Furthermore, it is not surprising that the attitudes of the older eighth and tenth graders would be more rigid and thus harder to change than those of elementary school students.

It is also interesting to note that in many cases the data analysis showed that girls were scoring better on the pretest and posttest than the boys. This finding crossed all grade levels, and in some cases, girls scored significantly better.

Our various item analysis, both cognitive and affective, showed that students seemed to do particularly well on items which reflected regular career education information. The items which proved significant in terms of student learning gains in the equity career education area reflected many of the equity career education concepts identified above.

Career education responsive to every student model project (Ceres, Calif.)

This large and comprehensive Project set numerous objectives in many instructional and management areas. A third-party evaluation was performed for selected objectives in the following areas:

K–6 instructional; 7–12 instructional; special education-handicapped instructional; guidance; higher education inservice/preservice.

These objectives were to be accomplished through Project staff-teacher contact and training as well as career education curriculum implementation. Tailor-made career education tests were designed to measure student learning in the areas mentioned above, and the results from the tests used in the Project during 1975–76 follow.

(1) *Preservice teaching internships.*—After participation in preservice teacher training in the Ceres Unified School District, Ceres interns showed greater knowledge of career education than teaching interns in a nearby school district without a career education program (significant at the .001 level). The Ceres interns also showed greater improvement from the pre-internship testing to the post-internship testing of career education knowledge than the control group interns. The test measured career education knowledge such as: understanding of occupational clusters; identification of appropriate goals and objectives; ability to write career education infused lesson plans.

The difference between the Ceres and control group interns on the affective portion of the test (the attitudinal items) was not found to be statistically significant.

(2) *Seventh grade guidance.*—After participation in the Ceres-developed Seventh Grade Guidance and Career Awareness unit, the distribution of post-test scores did have a significantly higher median (.04 level) than the distribution of pretest scores, thus showing significantly improved student learning of career education information such as: identification of students' personal interests and abilities; the relationship of these to the choice of a future job; ways to obtain basic information on careers.

(3) *Eighth grade guidance.*—After participation in the eighth grade version of this guidance course, Career Guidance, Exploration, and Planning, a highly significant difference (.001 level) was found between the scores of the Ceres' eighth graders and those of a control group. The Ceres' eighth graders showed significantly more career education knowledge about: their interests and their abilities; the relationship of these to the world of work; understanding and use of the decisionmaking process.

(4) *Auto-English class.*—After participation in the Ceres-created Auto-English class, a kind of career education/vocational education/English course designed to combine the learning of auto-mechanics and traditional English subject matter (such as grammar, spelling, and word usage), these students were able to show superior test performance over two control groups, a regular automotive mechanics class and a regular English class. In fact, the Auto-English program evidenced its superiority despite the limitations of the students enrolled in it in language and reading ability in comparison with the regular English class students. These results are, therefore, extremely positive.

New York State consortium for career education

Student tests were developed in two of the seven sites of this highest-funded Project for 1975–76. The Consortium sites' objectives for the year covered four main target populations (students, teachers, administrators, and the community), and student learning was emphasized in Syracuse and the Rural District Projects. Objectives were to be achieved through staff development and career education curriculum development and implementation. Promising student learning results included:

(1) *Syracuse life centered curriculum.*—The social studies curriculum in all Syracuse elementary schools is made up of 28 Life Centered Curriculum career education units which focus on self-awareness, career awareness, and educational awareness. Tailor-made tests were created to match these 28 units and were administered throughout Syracuse. Seventeen of these tests were selected for statistical analysis. An analysis of variance done for each unit test showed that 16 of the 17 tests or 94% of the tests showed a significant difference between the pretest and posttest. In each case, student performance on the posttest was superior to student performance on the pretest. Generally, the change were substantial, with the average posttest score higher by at least 1 standard deviation unit than the pretest average score.

(2) *Rural districts' seventh and eighth grade guidance courses.*—Tailor-made tests were created to match the Rural Districts-developed seventh and eighth grade guidance courses. For both the seventh and eighth grade guidance course tests, the difference in scores between participating students and control group students was statistically significant at the 0.1 level. Some of the items which

discriminated best between the participating and control group students were those concerned with: self-concepts; self-knowledge; values clarification; how these kinds of increased self-understanding affect career choices.

The Pascack Valley Council for Special Education Career Development Program (River Vale, N.J.)

The three major objectives for the Pascack Valley Council for Special Education Career Development Program for the 1975–76 school year were:

(1) To provide for the emotional development needed to sustain employment;

(2) To prepare the student so that he or she may make realistic decisions relative to career planning;

(3) To develop performance skills in order to provide a wider range of career alternatives.

Based on the objectives of the Project, a "Career Development Inventory" was developed to measure the following kinds of career education concepts with special consideration given to the strengths and weaknesses of the neurologically impaired students involved in the Project.

Data gathered from students

Realistic decisions relative to career planning: Career awareness information; Self-awareness; Development of realistic career aspirations.

Emotional development: Cooperation with others; Acceptance of criticism; Acceptance of direction; Willingness to learn new and/or different techniques; Display of initiative.

Performance skills: Neatness; accuracy; speed; task completion; task independence; punctuality.

The Project planned to accomplish these kinds of student learning through regular classroom instruction and instruction offered in the simulation center which housed centers relating to the food service industry, light industry, and graphics. Teachers were given inservice training in the use of the center as well as in the infusion of career-related concepts into the regular curriculum.

Based on statistical analyses, this Project does seem to have produced significant positive gains in cognitive learning, affective learning, and performance skills. At the completion of the Project's efforts, the difference between the pretest and posttest scores on all three testing measures (cognitive, affective, and performance) were highly significant (ranging from the .001 level to the .0001 level). These levels of significance indicate that the Project was very successful in reaching its neurologically impaired students and providing them with good experiences which would enable them to show positive gains over a period of time.

The three VEA part D sites of the Ohio career development program

The three Ohio Career Development Programs funded by a VEA part D grant were evaluated during the 1975–76 school year. These programs inculded the career development program of Cincinnati City School District, Cincinnati, Ohio; the career development program of Cleveland City School District, Cleveland, Ohio; and the career development program of the Springfield City School District, Springfield, Ohio. The major goal of these three programs was to increase student knowledge in grades K–10 in each of the seven developmental areas presented through the Ohio Career Development Model. These areas are as follows: self; economics; world of work; decision making; individual and environment; education and training; employability and work adjustment.

Student testing was conducted using a revised version of the 1973–74 Ohio Career Development Field-Based Test for grades 3, 6, 8, and 10. (The field-based tests are tests which are developed on-site while observing career education programs in operation. During the 1975–76 school year, we continued this method of test development and created additional field-based test items.) At each grade level, the test consisted of a cognitive section requiring students to answer multiple choice questions relating to career education concepts and an affective section requiring students to agree or disagree with statements reflecting attitudes. Approximately 1,300 program students in each city were administered the pretest and posttest and approximately 430 nonprogram students in each city were administered the pretest and posttest.

The most significant differences that were found between program and nonprogram scores were found for the following cities at the following grade levels:

Cincinnati, grade 3, cognitive and affective tests.

Cincinnati, grade 8, cognitive test.
Cleveland, grade 10, cognitive and affective tests.

In addition to these highly significant findings, the following observations were also made:

(1) Program students in grades 3 and 6 in each of the three districts ended the school year with higher scores on the cognitive tests than the non-Program students from each district.

(2) Program students in grades 3 and 6 in each of the three districts completed the year displaying attitudes equal to or slightly better than the non-Program students as evidenced by the affective posttest results.

(3) Program students in grade 8 in two of the three districts ended the year with higher scores on both the cognitive and affective tests than their non-Program counterparts.

(4) Program students in grade 10 in one of the three districts completed the year with higher scores on both the cognitive and affective tests than their non-Program counterparts.

(5) Program students showed greater superiority on the cognitive tests than on the affective tests.

(6) The typical students—both Program and non-Program—found the affective test to be slightly easier than the cognitive test.

Additional evidence

Much of our contact with students throughout the country has been through personal interviews and questionnaires. These data are not easily subjected to statistical analyses, although our professional expertise in studying and understanding these data yielded some very impressive and positive findings. These findings included:

(1) *Rhode Island State Council on the Arts.* Both students enrolled in this intensive (three hours daily after school) career education/arts skills development program and their parents showed increasingly positive attitudes toward and understanding of careers in the arts (visual art, dance, music, theater, and writing) and evidenced greater knowledge of the life styles, education and training, rewards, and responsibilities of artists. This Project, refunded for 1976–77, is now allowed to conduct their program during school hours and to give students school credit for participation—two significant achievements for any beginning project.

(2) *Mamaroneck (New York) consortium.* High school students involved in an intensive internship program (approximately four weeks full-time) in Port Chester, New York, showed increased positive attitudes toward and knowledge of the world of work and better understanding of the requirements, rewards, duties, and responsibilities of workers in the career field they investigated. A similar program was conducted in Rockland County (one of the New York State Consortium for Career Education sites), and similar positive results were found.

BOULDER CHAMBER OF COMMERCE,
August 17, 1973.

Hon. CARL PERKINS,
Chairman, House Education and Labor Committee,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: This letter is to convey to you a very strong support of the Boulder Chamber of Commerce for H.R. 11023, "The Elementary and Secondary Career Education Act of 1976."

The support of the Boulder Chamber of Commerce is just not verbal, but in fact is action oriented through the efforts and actions of our Career Education Task Force. The Career Education Task Force is currently developing action programs aimed at integrating the career education concept in to the Boulder Valley School District.

Part of our program is to request resources from the private sector as well as the governmental sector to assure that appropriate career education resources are made available through the school system to our young people. Additional federal financing to help school districts implement career education programs is extremely desirable and essential.

I speak on behalf of our Board of Directors, our Human Resources Council

and our Career Education Task Force as well as the vast majority of our membership of 1,300. We would appreciate your continued support of this legislation.

Sincerely,

RODNEY F. BENSON,
Executive Vice President.

THE RUTLAND HOSPITAL, INC.,
Rutland, Vt., October 8, 1976.

Hon. CARL PERKINS,
House of Representatives,
Washington, D.C.

DEAR MR. PERKINS: It has come my attention that hearings have commenced on the Career Education Bill that has been sponsored by you.

The importance of the implementation of this bill for Vermont students cannot be overestimated. Its implications are obvious, and I wish to add my voice as a Vermont businessman and as a parent in support of this important step forward in education.

Thank you for your efforts.

Sincerely,

ROBERT F. LAGASSE,
Personnel Director.

VERMONT NATIONAL BANK,
Fair Haven, Vt., October 6, 1976.

Hon. CARL PERKINS,
House of Representatives,
Washington, D.C.

DEAR MR. PERKINS: It has come my attention that hearings have commenced on the Career Education Bill that has been sponsored by you.

The importance of the implementation of this bill for Vermont students cannot be overestimated. Its implications are obvious, and I wish to add my voice as a Vermont businessman and as a parent in support of this important step forward in education.

Thank you for your efforts.

Sincerely yours,

CLAUS H. COLM.

ELEMENTARY AND SECONDARY CAREER EDUCATION ACT OF 1976

MONDAY, SEPTEMBER 20, 1976

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY,
SECONDARY AND VOCATIONAL EDUCATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice at 10 a.m., in room 2175, Rayburn House Office Building, Hon. William Lehman, presiding.

Members present: Representatives Lehman, Mottl, and Buchanan.

Mr. LEHMAN. I think we might as well consolidate the individual witnesses into a panel and have Mr. Heatherly, Mr. Bailey, and Mr. Giese come up together.

We are very fortunate to have you here today. I am sorry I am late myself. The chairman, Mr. Perkins, is ill today. We will go ahead. I wanted to let you know that if you would like to summarize your statement, without objection the full statement will be inserted in the record.

STATEMENT OF DAVID VOIGHT, WASHINGTON REPRESENTATIVE, NATIONAL FEDERATION OF INDEPENDENT BUSINESSES

Mr. VOIGHT. I am David Voight, Washington representative of the National Federation of Independent Businesses with over 465,000 member firms throughout this country. We are the largest organization of small and independent businesses in this country.

We are strong advocates of career education. We particularly value the attitudes that can and should be introduced into the attitudes of American youth through career education.

Today, I am accompanied by Mr. Charles Heatherly, director of the National Federation of Independent Business, Education Department and also a member of the National Advisory Council on Career Education.

Mr. Heatherly will be testifying on behalf of NFIB.

STATEMENT OF CHARLES HEATHERLY, DIRECTOR, EDUCATION DEPARTMENT, NATIONAL FEDERATION OF INDEPENDENT BUSINESS

Mr. HEATHERLY. I am Charles Heatherly, director of the education department for the National Federation of Independent Business.

Since my prepared statement is relatively brief, I believe I will read the statement.

The NFIB supports H.R. 11023. We believe this legislation is vitally important to the renewal and redirection of our educational institutions toward a more meaningful and more practical education for all American young people.

But before commenting on specific aspects of this proposed legislation, I want to review briefly our recent experiences with career education and also economic education by way of background and justification for our support of H.R. 11023.

The NFIB Education Department was established 3 years ago this month to give a new priority to our educational efforts in schools and with teachers and young people. The very first thing we did was to initiate discussions with three major vocational student organizations, and these discussions produced a firm liaison and working relationship that has been a source of pride and great satisfaction on our part.

The NFIB now has an annual grants program in support of the Distributive Education Clubs of America, the Future Business Leaders of America, and the Junior Achievement organization.

In 1975 we also sponsored the development of the first film ever produced by the DECA organization, and we believe that they have been very pleased by the results of that effort.

There are limits to what we can do by way of direct involvement and financial support, and for this reason we have followed the policy of encouraging other associations to join in the support of these outstanding vocational education programs.

In addition to providing a framework for the development of competency in business skills and character development these programs also have an underlying economic education theme which generates a better understanding of our American private enterprise system.

In the fall of 1973 the NFIB Education Department established liaison with the career education pilot project of the Portland, Oreg., based Institute for Public Affairs Research, and assisted with the successful development of the IPAR model for community-based, community resource career education programs.

The IPAR clearinghouse identifies, recruits, schedules, and coordinates community resources for schools from the worlds of business, labor, professions, Government—from the broad cross section of careers that students need to be exposed to early in their education.

There are many successful models of clearinghouse operations across the country, but so far as we have been able to determine the IPAR model is a unique combination of private sector sponsorship, broad community involvement, and enthusiastic school response.

Finally, Mr. Chairman, I want to mention my own involvement as a member of the National Advisory Council for Career Education since last November. This experience has helped the NFIB Education Department develop a deeper understanding not only of the philosophy and goals of career education but of equal importance, an understanding of some of the obstacles to the progress of career education in the Nation's schools.

The primary obstacle to the progress of career education in our

schools is not the lack of money; it is not the lack of new materials; and it is certainly not the lack of new simulation laboratories or other paraphernalia.

The primary obstacle, my friends, is simply attitudes. The attitudes of teachers toward the world of work and the need for serious career awareness and career exploration programs in the middle and upper high school grades especially.

Our schools have been oriented toward the college-bound, but of late have not even been doing a good job with this segment of the student population.

We are in complete agreement with the approach espoused by Dr. Kenneth Hoyt, Director of the Office of Career Education at USOE, that only an infusion strategy will reap long-term benefits to students and society.

By this, we mean the infusion of career education attitudes and concepts into the school curriculum at every level. Not new texts, new courses, or new specialists. The existing curriculum must be changed to incorporate these new attitudes and concepts.

We believe this is the purpose of H.R. 11023 because it directs its major effort at in-service training for teachers and infusion strategies for school boards and administrators. New staff is kept to a minimum.

A second feature we especially like, and which is so uncommon in the case of new Federal funding programs, is the declining level of Federal support over the period of the authorization.

It is absolutely essential that States not become dependent on Federal funding for career education programming. I say it is essential because career education requires local involvement on the part of each and every community to be successful.

If career education comes to be seen—either by school officials, parents, business or teachers—as just another add-on, another federally sponsored fad that will fade away as other fads have, then we will have failed.

Career education is a flower that can only survive by nourishment from local springs, from local involvement and support. We therefore strongly support that aspect of H.R. 11023 and urge that the subcommittee and the Congress resist the temptations to follow the more frequently trodden path of gradually increased expenditure levels.

Seed money to serve as the carrot for State and local agencies is a good idea. Perpetual dependence on Federal support would be a great mistake and a tragedy for the future progress of career education.

Finally, I would call the members' attention to the utility of career education in providing a foundation for a sane and productive manpower policy for counteracting certain trends which encourage misallocation of human resources and therefore contribute to unemployment.

Career education by itself will not solve the Nation's unemployment problems, and no one should make such claims. But it is definitely supportive of and complementary to sound long term approaches that will enable us to bridge the gap between the world of work and the world of education.

As Peter Drucker pointed out in a recent essay on "The Unemployment Issue" in the Wall Street Journal, April 7, 1976:

68-307—77——14

Looking at all the parts, the basic tendency of the American economy for the next 5 to 10 years is not toward a labor surplus * * * in fact, there are likely to be labor shortages in some crucial areas.

These will be aggravated by the educational structure of the young people entering the labor force. About half the teenagers turning into the young adults have sat in school so long they are not available for the jobs the retiring people will vacate.

Some 14 out of every 20 retiring people are blue collar workers, but at most, 9 out of every 20 workers entering the labor force will be looking for blue collar work.

I cite this not to imply that this is the only disjunction in our present educational structure, but as an example of a serious problem that can be alleviated by successful career education efforts.

It will do no good for people to attempt to derail the career education movement by charging that we are trying to channel young people away from college and into vocational training.

That is not the point, or the intent. What we do suggest is that it is a fraud on both students and parents and society at large to offer students 16 years of public education that is not cognizant of and attuned to the realities they will encounted in the world they enter after completing their schooling.

Mr. Chairman, I appreciate your invitation to offer these observations for the subcommittee's consideration. Thank you.

Mr. LEHMAN. The next member of the panel please, Dr. Baley.

STATEMENT OF WILLIAM BALEY, ASSOCIATE SUPERINTENDENT, AREA SCHOOLS AND CAREER EDUCATION, IOWA DEPARTMENT OF PUBLIC INSTRUCTION

Dr. BALEY. My name is William Baley, I am associate State superintendent for public instruction. My area of responsibility is the area schools.

Today I am representing Dr. Robert D. Benton, State superintendent of public instruction in the State of Iowa, and executive officer of the State board of public instruction.

It is a pleasure to appear before you here today. I would like to recognize our distinguished Congressman from the First District of Iowa, the Honorable Blouin, who I understand was held up because of prior commitments.

I will not read our testimony since it has been presented to you. I would like to touch upon some of the highlights that I think should be brought out.

[The prepared statement referred to follows:]

PREPARED STATEMENT OF ROBERT D. BENTON, ED. D., IOWA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA

Mr. Chairman and members of the subcommittee, it is indeed a pleasure and a privilege to have my representative, Dr. William M. Baley, associate superintendent, Area Schools and Career Education Branch, appear on my behalf before the Subcommittee, to share my perceptions of the potential that career education offers to improve our educational system and to comment on H.R. 11023. It is also a pleasure to acknowledge the presence and service of the distinguished Congressman from Iowa's First Congressional District who serves on this Subcommittee, the Honorable Michael Blouin. It has always been a pleasure to work with Congressman Blouin, both in this present capacity and during his tenure as a member of the Iowa Legislature.

This testimony has been prepared with my background as a parent, a former classroom teacher, a local superintendent of schools, and State Superintendent of Public Instruction for the State of Iowa. It has been from each of these perspectives that I have scrutinized the creditability of career education in general, and more specifically, the concepts that are to be incorporated into the educational programs of this nation.

What I have seen is an instructional strategy that makes sense and that is working. It represents a response to a call for basic changes in the educational system in many communities. It addresses directly the expectations that parents, students and, in all probability, many other segments of most communities have of education. These expectations are that the educational system will assist each individual to develop those understandings, values and skills which will enable one to contribute to one's self and society in a changing and complex society—to contribute in a satisfying and productive way. For most of us, that contribution is made through one's work—the production of goods or services, either paid or unpaid. Many segments of our communities hold these expectations, yet the pulse of our educational system beats to a curriculum that does not address these expectations directly. The educational program is too often overly subject-matter oriented and limited to classroom settings. In many cases, it is totally lacking in the utilization of other community resources, both human and financial, that could contribute much to broader educational experiences.

I have observed that career education offers to the educational community the stimulation, the emphasis and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society. Career education brings the realities of the world of work and the experiences that relate to preparing for one's life work into the educational process. Thus, the career development of the individual becomes a major objective of the curriculum in grades K–14 and, hopefully, beyond. An educational program that incorporates the total concept of career education includes experiences that facilitate awareness of self and the world of work; broad orientation to occupational clusters; career preparation; an understanding of the economic system of which jobs are a part; and placement assistance for all students.

If all of the above are to be accomplished, though, it must be understood that adequate planning capability is a must, and proper staff development activities need to be implemented. I understand one of the main thrusts of this proposed legislation is to accomplish those two needs. I heartily concur with the intend and commend those who have been responsible for the development of H.R. 11023 thus far.

Let me expand a bit on the staff development activities needed if we are to indeed implement the career education concept in the schools of America. The regular classroom teacher is, in my opinion, a key to this implementation. As important as specialists are in many phases of this endeavor, the extent to which classroom teachers who thoroughly understand the career education concept, who incorporate these concepts in all facets of instruction, who liberally exude the basic premises, and who can involve community resources to bridge the gap between education and work will assure success or failure.

Therefore, resources must be available for staff development activities aimed at developing understandings, competencies in implementing career education curriculum experiences, and commitment to the concepts. These individuals must have the assistance and support of the curriculum managers and support staff—principals, curriculum coordinators, counselors, and chief administrators—to assure that there is articulation and sequence to the curriculum. The assistance from business, industry and other community interest groups is a "must" in providing "real world" learning experiences.

In addition, I have found that the positions and policies of local boards of education, the state board of education, and our state legislature to be essential to the statewide implementation of the career education concept. In Iowa, many local boards of education have adopted policy statements on career education and are trying valiantly to implement programs with the very limited financial resources at their command. This latter point needs to be stressed. Iowa school districts, like most local school districts nationwide, are laboring under very severe budgetary restraints, but they are, nonetheless, making efforts to extend career awareness and exploration programs as rapidly as possible.

Certainly, the Iowa State Board of Public Instruction and its administrative arm, the Iowa State Department of Public Instruction, has a long-standing

commitment to the career education concepts. Every spare dollar that has been available has been channelled into a number of statewide efforts.

Finally, the Iowa General Assembly has recognized the desirability of implementing career education in Iowa's 449 local school districts by the passage of the following statutory provision in 1974:

280.9 Career education. The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.

2. Exploration of employment opportunities and experience in personal decision making.

3. Experiences which will help students to integrate work values and work skills into their lives.

Unfortunately, no additional financial resources have been made available to local school districts to implement this statutory mandate, but the intent is obvious and laudable.

I'm sure that many other states and their legislatures and local education agencies have made similar commitments, which prompts a few comments on H.R. 11023.

H.R. 11023 will enable states and territories throughout the nation to plan and implement on an incremental basis the career education concepts. The development and demonstration activities that have been conducted over the past few years have done much to identify the specific concepts to be developed in career education, to formulate workable approaches for incorporating these concepts into the educational program and to demonstrate its implementation. Career education has demonstrated its potential to provide organization and purpose to the learning experiences of youth and adults. The need now is for resources to provide for incremental implementation.

Specifically, I would recommend that the Subcommittee make the following revision in the language of the proposed legislation on page 1, under section 2, line 11.

This section should read: "Self and job awareness, exploration, career decision making and planning for the preparation of a work role." This, we believe would be a sound approach based on our experience in local educational settings. It would also be more consistent with outcomes of research and development efforts conducted nationwide during the past few years. The preparation for a specific job or job cluster is definitely a part of the career development process in Iowa, but we recognize the propriety of not including it in this bill. H.R. 11023 does, as written, address the phases of career development in great need of legislative support. This Act addresses directly those educational experiences that have previously been provided for in a very limited piece-meal manner. We support the intent and purpose of this part of the bill.

My second specific concern relates to what appears to be an encroachment on constitutional powers reserved to the respective states. Those potential encroachments appear on page 4, section 5(b)(1), lines 11–17 of the bill. The provisions proposed therein we view as an encroachment on the constitutional powers reserved to the states. It does not appear appropriate, nor acceptable, to establish in federal legislation specific organizational structure or specific qualifications of staff on states. We recommend the following wording: Sec. 5(b)(1)—the employment of personnel required for planning the use, and administering the expenditures, of the funds received under this Act. As the Subcommittee is well aware, this organizational structure of state educational agencies vary. While the intent is to delineate a responsibility pattern consistent wihin the states, we would prefer that the discretion be left to the state educational agency.

Finally, a word about the provisions that establish state planning capability and the procedures for filing applications with the U.S. Commissioner of Educa-

tion. We view these provisions quite favorably. This "planning prior to participation" approach will enable states to more effectively carry out the administrative functions specified. However, as a presidentially appointed public member of the congressionally chartered Commission on Federal Paperwork, I would like to caution Subcommittee members as to the potential of excessive paperwork in this state planning application process. Please don't mandate a lot of excess verbage in this application process. In fact, I would urge that you consider language that would prohibit the United States Office of Education from requiring unnecessary "boiler plate" inclusions in the application form and duplicative compliance assurances.

In summary, it becomes apparent as we work with various publics that one major reason an individual participates in the educational process is preparation for a productive and satisfying lifestyle. Most individuals, by necessity, rely on a job and their life's work to attain this lifestyle. The preparation for one's life work remains a basic purpose of education. We must assure that resources are available, committed and utilized in a way that will enable each individual to gain the ability to behave in a contributing way. H.R. 11023, in my opinion, offers to the educational community the stimulation, the emphasis and the resources to deliver educational experiences which better prepare an individual for a changing and increasingly complex society. It will enable communities in all parts of this nation to bring the realities of the world and experiences that relate to preparing for one's life work into the educational process. I believe we need and are ready for this incremental implementation legislation.

Thank you for the opportunity of presenting these views to you.

Dr. BALEY. The State of Iowa has a longstanding commitment to the career education concept since it was first introduced by a former Commissioner Marland.

As indicated by the title of my position, career education has in fact been incorporated into the State agency since 1970. I also might add in 1974 we were successful in bringing about legislation in the Iowa general assembly which recognizes the need for career education in 449 local school districts in the State of Iowa.

This legislation includes in part the essential elements of awareness of self in relation to others and the needs of society, exploration of employment opportunities and experience in personal decision-making, experiences which will help students to integrate work values and work skills into their lives.

Unfortunately, no additional financial resources have been made available to the local school districts to implement this statutory mandate but the intent is obvious and laudable.

I might also add that in the 30 some odd years that I have spent in the field of education I know of no other educational concept that has been more warmly and relatively received by the people of Iowa than the career education concept.

It has been misunderstood, the term has been castigated, vilified but I think over the last 4 or 5 years, the people of our State have come to recognize the need for and the value of career education as a part of our educational system.

We wish to commend the committee for the work that has been done and the bill that has been presented in H.R. 11023. We think it is appropriate, timely, and certainly needed.

Specifically we would like to comment on several portions of the bill that we feel should be considered. In the reference to page 1, secion 2, line 11, we would like to see included the words "self and job awareness" in addition to explanation, career decision, prepara-

tion and planning for the work role, since awareness itself has been very much a part of the education—career education thrust in the State of Iowa.

Our second concern would deal with the mandatory requirement that State structure and staffing be included in the bill itself. We feel this is a prerogative of the State. We feel that States can best allocate their resources both monetary as well as staffing in more appropriate ways.

We have structured our organization in such a way that the rules and responsibility of people responsible for the implementation of career education are responsible through a line of staff structured to the State superintendent but not in the form as set forth in the bill.

We would appreciate the committee's indulgence and consideration of this particular concern.

Dr. Benton is a member of the Paper Commission which was congressionally chartered. He has been appointed by the President of the United States and specifically asked me to submit a plea on behalf of the Paperwork Commission that paperwork as set forth in the bill itself be reduced to a minimum.

The Federal boilerplate and so forth verbage be cut down to the bare essentials and I do so on his behalf. In summary, it becomes apparent as we work with various publics that one major reason for individual participation in the educational process is preparation of a productive and satisfying lifestyle.

Most individuals, by necessity, rely on a job when they attain their life's work to attain this lifestyle. We must assure that resources are available and utilized in a way that will enable each individual to gain the ability to behave in a contributing way.

H.R. 11023, in our opinion, offers to the educational community the stimulus, the emphasis and the resources to deliver the educational experiences which better prepare individuals for a changing society.

It will enable communities in all parts of this Nation and more especially in the State of Iowa to bring the realities to the world in experiences that relate to preparing for one's lifework into the educational process.

We believe that we need, are ready for the same incremental legislation. We thank you very much for the opportunity of appearing here and would be happy to respond to any questions you may have.

Mr. LEHMAN. Thank you. We all agree that Congressman Blouin has been a very effective member here. The suggestions you made in regard to the legislation itself. I am sure he will take good care of it as it progresses through the committee.

Dr. BALEY. Thank you, sir. I appreciate that very much.

Mr. LEHMAN. The next gentleman is Mr. Harlan E. Giese.

STATEMENT OF HARLAN E. GIESE, EXECUTIVE DIRECTOR, IOWA CAREER EDUCATION ADVISORY COUNCIL

Mr. GIESE. We appreciate the opportunity to testify before this committee concerning H.R. 11023. I am Harlan Giese, representing the State of Iowa Career Education Advisory Council.

I would like to paraphrase a bit of the testimony that you have copies of. There are certain points I would like to underscore for the purposes of this hearing.

During the past 6 years that the Council has been in existence we conducted ourselves by making a point in visiting numerous schools locally, talking with teachers, administrators, school board members and students.

We feel this has given us some insight as to the conditions in Iowa and we would suspect that these conditions would be comparable to conditions found elsewhere in the country. We basically wish to testify in favor of passage of 11023 and a great deal of our conclusions concerning this is based on numerous contacts with students in which they have reported that they have not been provided an adequate background of information upon which to base their career decision.

During the past 6 years, the State of Iowa has implemented many projects basically from exemplary funds within the Vocational Education Act for the purpose of developing curriculum materials to make them available for use in classroom activities.

We find, from talking to students, that the present implementation of career education lacks a systematic approach. This is not meant to be a negative statement concerning education in our State.

We think there is a need for some kind of a coalescing system to get all schools to implement the concept and we believe that some Federal legislation such as 11023 would achieve that goal.

Very briefly, I might mention that last April 30, 1976, we, as a council, conducted a young adult public hearing in which 87 students participated. They were given homework in advance of the meeting and represented approximately 870 students in the State from approximately 60 different school systems.

Their comments are particularly appropriate to this consideration. First of all, with regard to work awareness and exploration, they report to us that career and vocational exploration should occur before the ninth grade.

Career exploration awareness and decisionmaking processes should be included in all instruction throughout a person's schooling career and teachers should be trained to implement work awareness and exploration in grades K through 12.

They go on to talk further about needed improvements in guidance and counseling, needed improvements in the instruction in the areas of personal development and needed improvement in the instruction in civil responsibilities.

These statements illustrate the need for Federal legislation to cause a concerted implementation of the concept across the Nation. Our council has reviewed the proposed legislation and we believe that it is basically grounded in the solid concepts.

There are a few items within the legislation that we would offer comments for. First of all, you have a provision for a one year planning sequence. We believe this is an excellent concept and should be retained within the legislation.

The legislation contains provisions for 4 years for effective implementation of the career concept in all schools and all grade levels across the States. We think it would be advantageous to extend this

implementation period to a 6-year period because this is a horrendously large task to accompiish in a short 4-year period.

The funding pattern contained in the legislation provides for a system in which the largest amount of funds are available during the first year of implementation. We believe that more prudent use of these funds would be made if a smaller amount of funds were used at the beginning of the implementation phase with that funding increased toward the middle of the implementation phase and then a decline in funding to the latter years.

Mr. LEHMAN. I would like to comment on that briefly. This is the first sunset legislation that this committee has ever had proposed to it. It is certainly refreshing.

Mr. GIESE. We think it is a good idea to have the sunset legislation, we are just suggesting a modification of the way it is handled.

Regarding State planning and administration, we see great value in the need for State plans as a management tool. We are not suggesting that a great deal of Federal boilerpate be included in the State plan but by the same token, a high level of statistical planning for management purposes should be specified in the act.

Regarding the placement of the State coordinator for career education, it is the opinion of the council that person should be placed administratively in such a location that the total resources of the State education agency may be mobilized to implement career education and for that reason, support the placement of the State coordinator as specified in the proposed law.

We believe, with regard to local implementation, that the term "inservice training" should be changed to the term "staff development" because we see the need not only for inservice training but we see the need for adjustment of preservice training of the teacher education institutions within the States.

By changing the term to staff development, we believe that this would give the States the latitude to work with the teacher training institutions within the State so that those new teachers graduating from the institutions would be equipped to implement the concept as they take employment in local schools.

We mentioned earlier student statements concerning other components of career education other than work awareness. We would suggest that there be a need for an inclusion in the language of that bill to include an improvement in instruction in the areas of business economics, the comprehension of business economics, entrepreneurship, personal development, and civic responsibility.

We thank you for the opportunity to testify before this committee.

[Prepared statement follows:]

PREPARED STATEMENT OF HARLAN E. GIESE, EXECUTIVE DIRECTOR, IOWA VOCATIONAL EDUCATION ADVISORY COUNCIL

We are honored to have the opportunity to testify before this committee regarding H.R. 11023 which relates to career education. During the past six years the Iowa Vocational Education Advisory Council has made a practice of visiting schools and talking with school administrators, teachers, students, and board members to gather information to serve as a basis for our annual reports. During this period of time we have visited 46 schools and 878 teachers, administrators, students, and board members. While the major emphasis of our activities was directed towards gathering information about the status of vocational educa-

tion, on numerous occasions students have called to our attention concerns related to other phases of their educational development.

The Council wishes to testify in favor of passage of H.R. 11023. Our testimony is based on numerous comments by students in which they report that they have not been provided an adequate background of information upon which to base their career decisions.

THE NEED FOR UNIVERSAL IMPLEMENTATION OF CAREER EDUCATION

In 1971 Dr. Sidney Marland alerted education administrators that the implementation of career education was going to be the number one priority during his tenure as Commissioner of Education. During the period since that pronouncement numerous pilot projects have been implemented in Iowa for the purpose of developing curriculum materials to assist teachers in implementing the concept in classroom activities. In addition, numerous local schools have partially implemented this concept. Present implementation of career education lacks a systematic approach. Most of the implementation is achieved by individual teachers who have a personal commitment to the value of this concept.

To substantiate this point we quote selected statements made by 87 students during our April 30, 1976 Young Adult Pulic Hearing. These students represented the thinking of approximately 870 other students attending approximately 60 different schools in the state.

Work awareness and exploration

Career and vocational exploration should occur before the ninth grade. (Emphasis added.)

Career exploration, awareness, and decision making process should be included in all instruction throughout a person's schooling career. (Emphasis added.)

Teachers should be trained to implement work awareness and exploration in grades K through 12. (Emphasis added.)

Guidance and counseling

Guidance services are oriented mostly towards the college bound student. There is very little emphasis placed on other postsecondary options, such as, business, trade, and technical schools, area community colleges, apprenticeship training programs, and employment.

Personal development

Schools place little or no emphasis on personal development courses, e.g., marriage and the family, bachelor survival, constructive use of leisure time, psychology, civic awareness, child care, managing personal resources.

The few schools which offer personal development instruction do so only on an elective basis.

Business education courses are no substitute for instruction in managing personal resources, family or individual budgeting, and stock market and insurance-investment type courses.

Civic responsibility

Schools do not place sufficient emphasis on instructing students concerning their civic responsibilities.

The primary emphasis in government and history courses is placed on a theoretical knowledge of the state and national levels. Most students are familiar with the functions at these levels of government but have little knowledge of governmental operations at the local level.

These statements illustrate the need for federal legislation to cause a concerted implementation of the concept across the nation.

OPINIONS CONCERNING THE PROPOSED LEGISLATION

The Council is of the opinion that H.R. 11023 is basically grounded in solid concepts. The Council has several opinions to offer for your consideration.

Funding pattern

The proposed legislation contains provisions that, following the initial year of state planning, the maximum amount of funds for implementing programs are provided during the first year of operation, with that amount being reduced

through the fourth year of operation. It would appear to us that the provision of four years to universally implement the concept may be too short a period of time. It may be advantageous to extend the implementation period to six years. We believe a more prudent use of funds would occur if the flow of dollars were changed to a system whereby a lesser amount of money is allocated the first year of operation with this amount building up to a larger amount of funds followed by a reduction toward the conclusion of the time limit of the legislation.

State planning and administration

The management approach implicit in the state and local planning requirements for the use of the career education funds is excellent. This section of the proposed law may well include some additional verbiage specifying that the State Plans for Career Education should include planning principles (not content) required in the State Plan for Vocational Education.

The Council believes that in order to effectively implement this legislation the total staff resources of each state education agency should be involved in assisting local education and teacher preparation agencies in implementing this concept. In order to achieve this total state agency involvement it is essential that the state coordinator be placed at an administrative level in the state education agency whereby that person would be able to mobilize the total staff resources of the agency. For this reason the Council supports the provision in H.R. 11203 that the State coordinator of career education shall be directly responsible to the chief State school officer.

Local implementation

This section of the proposed bill addresses itself to methods by which the career education concept would gain universal acceptance and be effectively implemented in instruction. Emphasis is placed on *in-service* training of teachers and counselors. We believe that the committee should consider changing the language of the bill to staff development. This would allow the use of grant funds for in-service training of employed techers and redirecting the instruction in teacher education colleges so that graduating "new" teachers will be able to implement the concept.

Regarding the provision for in-service training of counselors we believe this language should be strengthened. Counselor professional development should also include the development of competency in group guidance techniques, organizing and operating job placement centers, preparation and administration of follow up studies and assisting teachers in implementing career education concept.

Emphasis of focus

We observe that the language in the law limits the expenditure of funds for activities devoted to career awareness, exploration, decision-making, and planning. This language is sufficiently broad to provide the opportunity for implementation of the concept. We suggest the inclusion of language which would cause the improvement of instruction in the areas of business-economics, entrepreneurship, personal development (including worthy use of leisure time) and civic responsibility.

Mr. LEHMAN. I want to thank you gentlemen for taking the time to come here. I have no questions and I would ask Mr. Buchanan, if he does. If possible I would like to excuse myself, there are people waiting in the office for me.

I hope you enjoy your stay in Washington. We will certainly keep the unusual proposal in mind of how you propose. Maybe it will set an example for some of the other testimony we have in the future on other such proposals.

Thank you very much.

Mr. BUCHANAN. Mr. Chairman, this may be my opportunity to chair a committee this year so I want to ask a few questions and make the most of it.

Mr. VOIGHT. Mr. Bruce Fielding, our national secretary, is also a Commissioner on the Paperwork Commission. We hope that he will seriously consider Dr. Baley's comments in regard to paperwork.

Mr. BUCHANAN. Dr. Baley, you had a couple of suggestions on this legislation. You will note on page 4 of the bill, line 10, in introducing that rather specific section, section 1 on line 11, the language is, "The Commissioner may use these funds." It is not a mandate to the States. It is only if we had "shall" instead of "may"——

Dr. BALEY. Our concern stems from the wording only for line 10, "The Commissioner may use these funds only for" and then in line 12, the words "directly responsible to the Chief State School Officer within the State."

I have indicated I think Iowa is unique in that we have an organizational structure which brings together the various component parts that make up career and vocational education.

The career staff person in our agency is in my branch which then enables me to coordinate the activities of not only career education, vocational education but of the 2-year postsecondary schools, community colleges, and 2-year vocational technical schools.

We feel this gives us the flexibility within our agency to achieve the goals set forth in this legislation and would better enable us to address the subject. Each State, as you know, is unique in its structure.

We feel it would be more appropriate to give the States flexibility to handle this in the way deemed most appropriate.

Mr. BUCHANAN. Your point is well taken. I think a more general section here might be in order.

Dr. BALEY. Through past experience, we found that we have two divisions or branches within our agency, one responsible for vocational education, one responsible for community colleges and vocational technical schools.

We found that we had a great deal of difficulty articulating between the two. After a great deal of bloodletting, we brought the two together. This has worked out very well and has enabled us to articulate, coordinate, and eliminate many of the problems that are associated with territoriality.

When special domains are set within any given agency, this is a factor.

Mr. BUCHANAN. I wonder, Mr. Giese, you said on page 2 where you talked about present implementation of career education—

> Present implementation of career education lacks a systematic approach. Most of the implementation is achieved by individual teachers who have a personal commitment to the value of this concept.

You indicated the need for some sort of coordination. I wonder if you would comment?

Mr. GIESE. Specifically what we are getting at here, we are not trying to tell the committee that nothing has been done in terms of implementation. We are saying to the committee that there has been some implementation of career education but generally it is not vertically and horizontally articulated within all the instruction within the schools.

The implementation which has occurred has occurred because there are some teachers who are philosophically oriented to the career concept and they do it voluntarily, because they see the value in it for kids.

The reason we need this legislation is to get a unified and concerted effort that all teachers will work toward the implementation of this concept and coordinate the instruction so as not to duplicate activities from one grade level to the next or to duplicate activities from one subject matter to the other.

This type of coordination approach is necessary and it looks like this legislation could certainly play a major part in getting that job done.

Mr. BUCHANAN. Of course, the coordination, if I understand it in the section, on page 4, lines 11 through 17, I assume he had in mind this kind of coordination, direction, and leadership. Would you comment. Do you feel there the feeling that this ought to be more general language or what?

Mr. GIESE. It is our opinion—we are concerned about the involvement of the total educational resources within the State in implementing the career education concept, recognizing the differing administrative structures, it is our opinion that if a person were lodged near the top of the administrative structure, within a State education agency, who is responsible for implementing career education around the State?

All of the specialty groups within the State agency would have an obligation to cooperate in that administration. If, on the other hand, the latitude were provided to place that career education coordinator in the State education agency, any place determined by the administration of the State education agency, might be lodged in some division that would have no authority or impact on the other divisions and sections of the State education agency.

We realize there is a problem in terms of States rights here. We believe that the present language is such that it would provide greater assurance that you would have a coordinated approach within the State education agency, bringing all of those human resources from that State education agency to move this concept ahead. That is our position.

Mr. HEATHERLY. I think we could associate ourselves in basic agreement with Mr. Giese on that point. As a member of the National Advisory Council for Career Education, I have looked at a lot of research that has been done in the last year about the status of career education across the country.

There is a tremendous amount of activity going on in States and local agencies but it is tremendous haphazard and uncoordinated, uneven quality. We feel that the fragmentation whether concepts defnitions or responsibilities is one of the big obstacles at this point.

The present language's intent is to give it a high level, high visibility, high level responsibility and the status to allow the director to employ all of the resources in the various middle layers of the administrative structure is highly desirable.

Mr. BUCHANAN. Thank you very much. Dr. Baley, I wish to ask you about the changes you suggest on page 1. Could you just briefly indicate—you indicated the concept itself as being very boilerplate.

Would you mind elucidating a little?

Dr. BALEY. In our prepared statement we include the following, the section should read, "Self and Job Awareness, Exploration, Career

Decision Making". This we believe would be a sound approach based on our experience in local educational settings. It would also be more consistent with the outcomes of research and development efforts conducted nationwide during the past few years.

The preparation for a specific job or job cluster is definitely a part of the career development process in Iowa. We recognize the propriety of not including it in this bill. However, the bill as written could place more emphasis on self in that before an individual become involved in the career decisionmaking, he must understand himself and we feel it is an extremely important component part of the total concept of career education.

This has been the thrust that we have placed on self along with awareness and exploration in the State of Iowa.

Mr. BUCHANAN. What sort of thing do you do to bring this about?

Dr. BALEY. Who I am, how and why I am here, I am in society, my obligations to myself, my fellow workers, students, peer group, and so forth.

Mr. BUCHANAN. I want to thank all of you. Unless someone has a further comment—Mr. Mottl, do you have a comment?

Mr. MOTTL. No thank you.

Mr. BUCHANAN. Any further comment?

Mr. HEATHERLY. I would suggest in line 11, a change of a different nature on page 1 of the bill and the substitution of the following language so that it would read, "On career awareness, career exploration, career decisionmaking and career planning", because career is a broader comprehensive term which includes jobs but goes beyond the usual jobs conventional sense.

This is a distinction between vocational and occupation training. I think that is preferable. The only reservation I might have about the other suggestion regarding the inclusion of the word "self," I understand and support the intent of that self concepts, self image, self confidence, which are very important parts of developing the personality structure that can engage in effective career planning.

However, the term "self" in modern psychology has a very elusive term. I can see that all kinds of activities could be justified under the rubrick of self awareness which might not have anything to do with career awareness of career planning as such.

I am a little bit wary of that approach.

Mr. BUCHANAN. We appreciate your judgment on that. We will certainly take that into consideration as we pursue this very vital area of education. I will declare this hearing adjourned subject to the call of the Chair.

[Whereupon, the hearing adjourned at 10:39 a.m., subject to the call of the Chair.]

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